

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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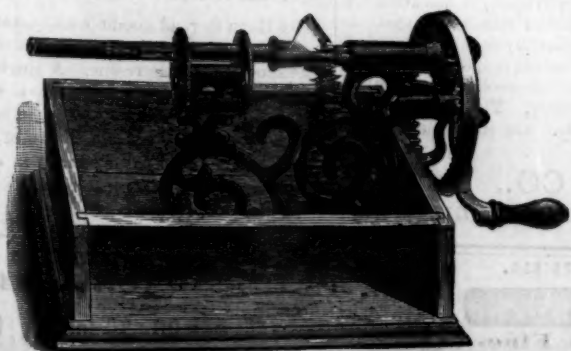
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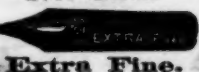
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New York, October 20, 1888.

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The SCHOOL JOURNAL is sent regularly to its
subscribers until a definite order to discontinue
is received, and all arrears are paid in full.

Lo! here hath been dawning another blue day;
Think! wilt thou let it slip useless away?
Out of eternity this new day is born:
Into eternity this night 'twill return.
See it aforesaid no eye ever did;
So soon it forever from all eyes is hid.
Here hath been dawning another blue day;
Think! wilt thou let it slip useless away?

THOMAS CARLYLE.

THE MEMORIZING OF THE TECHNICALITIES OF A
COURSE OF STUDY IS NOT MASTERING THE SUB-
JECTS PRESENTED. This statement is self-evident,
in fact, no teacher can be found who will say that
this statement is false. Yet when we examine
much of the work that is done in our schools we
find that a good portion of time is taken up in the
memorizing of technical subjects, in text-book
work, in the repeating of rules and phrases. A
single thought will show us that all this belongs to
a past age. The time was when it was supposed
that children ought to commit to memory many
things that could not be understood,—that they must
commit words concerning religion, politics, the sci-
ences and the arts which are the expression of

great truth, the meaning of which expressions was
then above them, but which in after years would
grow clear as their perceptions were enlarged and
their minds grew stronger. The spirit of the pre-
sent age objects to all this and declares that
nothing should be taught in our schools that is not
clearly understood.

ANOTHER difficulty in connection with our pre-
sent system of instruction is a straining at
what may be called accuracy. We should not un-
derestimate truthfulness and accuracy of state-
ment, but it is impossible for children to exhaust
any subject however small that subject may be.
The unthinking examiner says to the teacher of
primary pupils "Do not leave this subject until
your pupils know all about it; be absolutely thor-
ough in what you teach. If it takes a year for
them to master this principle, take a year. The
time will be well spent." But this is wrong. It is
not until the mind grows so that it can reason,
comprehend, and generalize, that it arrives at any
good degree of accuracy and thoroughness. It is
by no means necessary that a child should know all
about North America before he studies South
America. He may know a little about the whole
world, and superficially, but, by and by, the little
he learns grows greater until after a few years his
knowledge of the world becomes extensive and
comprehensive, and when his powers of mind are
so developed as to enable him to generalize, he
then is able to be minute and accurate, as well as
gain a comprehensive understanding of the whole
subject.

The principal thing to be aimed at in the educa-
tion of young children is to keep them thinking
about those things that will develop their brains.
It needs to be said over and over again, that the
number of facts learned is unimportant, compared
with the training pupils get that will lead them to
take a deep interest in the subjects before them,
and think with some degree of accuracy concerning
what is given them to study. The all-important
requisite in any course of study is *interest in things
profitable*.

MECHANICAL methods are of necessity slow
methods, expensive methods, and depressing
in their influence. This is a statement of a truth
that applies to every department of labor. A man
who simply digs in the ground in a mechanical
way, even though he works with great rapidity,
will make very little progress compared with one
who may work slower and yet makes every blow
tell for all that it is worth. It would be very ex-
pensive to employ an automatic mind, capable of
no generalization or reasoning, to oversee the work
of a loom in a factory, or the running of a locomotive
on a railroad. If he brought no judgment that
could conclude, he would very soon cost his em-
ployer many hundred times more than he paid him.
And if this is true in the work of life how much
truer is it in the work of education. We lay out
certain work for a teacher to do in a mechanical
way in the school-room, and apparently he works
very rapidly, expeditiously, and accomplishes a
great deal in a short time. The work of the grade
is gone over and over again and apparently in a
thorough manner. A superficial examiner would
detect no flaw in the teaching, there is methodical
movement, correct answers, intenseness, order, and
apparent method, but a closer inspection shows
that the pupils have brought to their work no origi-
nality, no invention; that everything has been
done after a model and in accordance with certain
commands. The intelligent examiner who under-
stands what the work of education should produce
is dissatisfied, and expresses himself in that way.
The teacher when told of the result says in despair,
"What would you have me do?" And her question

cannot be answered, for she has not the training
necessary to enable her to appreciate the answer.

IF ALL schools were taught by teachers who un-
derstood the workings of the human mind, its
method of growth, the history of the past, alone by
which our feet are guided, and the philosophy of
the present, we should have much more fruit with
far less expenditure of time and worry. Intelligent
work left free will produce satisfactory results;
work minutely directed will never produce work
that will be satisfactory at all to those who are able
to judge between what is good and what is bad.
The criticism of our systems of education, as exem-
plified in many cities, we think, is that they do not
give scope enough for the native genius of capable
teachers.

There is too much supervision of a minute and
technical character. There is too much of the tell-
ing how, and what, and demanding the tithe of the
anise and the mint and the cummin, while the
weightier matters—interest, comprehension, love of
the work, enlarged ideas, and the real growth of the
mind—are not required. You say, "What would
you do; would you throw the program away?
Would you destroy our course of study?" No, and
yet, yes. Destroy them as mechanical contrivances
upon which unthinking teachers can build what
the unthinking world and the unthinking super-
visor may call satisfactory work; destroy them as
not containing at all the end and the aim and the
object of education; but keep them as giving the
substance of thought, as showing the dry bones of
that which is to be clothed with flesh and nerves,
and containing the spirit of true and genuine work.
Yes, throw away the mechanical and bring in the
right and the free and the pure. Throw away the
dead imitators. Let them supervise automatic ma-
chinery, let them delve where they can in accord-
ance with fixed rules and unvarying laws. These
are the places they should fill; but bring into our
school-room those to whom can be given the largest
freedom and the greatest liberty, and hold them re-
sponsible for the results. What results? Of tech-
nical examinations in reference to the number of
facts memorized, of the number of pages gone over,
and the number of questions that can be answered?
We answer emphatically, No! Hold them respon-
sible for all that in their pupils goes to make up the
complete boy and the complete girl, as a preparation
for the work of life in which we need intelligent,
loving, large hearted, generous men and women,
who have capacity to know the truth and who,
when they know it, will not let it go. Bring these
teachers in!

THE most successful men often give no promise in
early life of future success, and Mr. Rider
Haggard is the most recent example of this fre-
quently reported fact. He was a tall, lank youth,
with a thick crop of unkempt hair, sharp features,
prominent nose, and eyes which had rather a wild
look about them. Like most boys of his age he
was supremely indifferent on the matter of dress,
and generally had the appearance of growing out of
his clothes. He took but a moderate position in the
form, and his companions and teachers thought
him good natured, but rather stupid. It would be
an interesting fact to settle, whether Mr. Haggard
became successful by the aid of, or in spite of
school work.

THE Board of Education of a certain city debar
agents from entering school buildings during
school hours. A few weeks ago a superintendent
permitted an agent of an educational paper to go
where and when he pleased, for he wanted every
teacher in his city to take and study the papers he
carried. The superintendent did right.

AMERICAN EDUCATION.

The American school of to-day is the product of many forces. It is not a hap-hazard formation; it is not composed of drift wood; nor is it an accretion. It is the product of forces that lie at the basis of man's development and progress. The original crude conception has been recast, remodeled, and expounded in accordance with the ideas of the great educators.

To comprehend clearly the American school, the southern states must be omitted; in them, before the Civil War, public education existed but in the merest outline, except in a few of the larger cities. At the present time, appearances indicate that the typical American school has begun to obtain a permanent foothold in these states.

The schools of Canada are planned on the English pattern, but she is so closely allied to us by railway, postal, social, and political ties, that they have already experienced a marked change, and it is only a question of time when they will assume the American type.

The American public school exhibits its typical features in the belt of states that form the northern and western part of the United States. The original starting point was in New England. The early settlers here were well-to-do, intelligent, and deeply religious, and they were impressed with the importance of providing for the instruction and education of their children. They founded schools to impart the rudiments of knowledge,—reading, writing, spelling, and computation. A few of the teachers were drawn from the colleges and academies, but the larger part were the sons of farmers who had by self-instruction added to what the common school had given them. The men who managed the school affairs were elected annually by the citizens composing the school community; they selected the teacher, and fixed the rate of wages. The studies pursued were for a long time a matter of custom.

The object attempted in general was merely an acquaintance with the true rudiments of knowledge. In educated communities it was felt that something more than this should result from the intercourse of teacher and pupil; the term "character" was often used, but almost wholly as synonymous with reputation, as the pupils were urged to have a "good character;" it is plain that the term had a narrow moral significance, and not an educational one.

A hard, fixed, and mechanical routine was a marked feature; the power to keep order was considered the prime qualification in a teacher. There was often a painful antagonism between teacher and pupil; it was, in fact, thought to be quite natural for the pupil to endeavor to thwart the teacher's efforts. The aim was to load the memory; the most successful in doing this were deemed skillful teachers. There was no pretence of educational principles; the teacher merely undertook to impart the modicum of knowledge he possessed. The parents could feel but little interest in a work that had neither a moral, intellectual, or scientific basis; the buildings used portrayed the estimation in which the school was held; they were unattractive, and often repulsive.

As the nineteenth century came in, there were no appearances in the skies to indicate that a better day for the schools was soon to dawn. But two years before the century opened an experiment was begun at Stanz, in Switzerland, and coming to a rude ending, there was afterward continued in Burgdorf and Yverdon that which was to produce a mighty effect on the educational world. Pestalozzi's school at Yverdon was visited not only by nobles and kings, but by thoughtful philanthropists; it was closed in 1825; but its influence was never to cease. The German teachers began at once to employ its methods. Dr. Mayo carried the ideas of Pestalozzi to England, and founded the training school for teachers in Gray's Inn Road, to disseminate them.

They were brought to America, the best soil in the world for them; no governmental authority here fixes the method of teaching, but leaves the teacher free to employ the best.

The power of the Pestalozzian ideas were seen, and discussion immediately arose. The two Alcotts, Samuel J. May, William C. Woodbridge, Warren Colburn, William Russell, Charles Brooks, James C. Carter, Cyrus Pierce, Lowell Mason, and Horace Mann, went forth as apostles of the new faith. The latter was elected secretary of the Massachusetts board of education in 1837, and immediately began to labor for a wide-sweeping reform. To understand the views of Pestalozzi more clearly, he visited Europe; in his reports, his praise of the schools that had caught the spirit of the Swiss

teacher drew sharp criticisms.* He presented the cause of the common school with the ardor of an inspired man. He was an educational reformer of the highest type. He discussed the subject of education from an enlightened standpoint; he pointed out defects, not only, but suggested remedies. His lectures in every part of the state aroused public opinion; so that the new leaven of Pestalozzian ideas found a lodgment, and produced a remarkable change. Normal schools were opened, graded schools were formed, teachers' institutes were held, and general meetings to discuss education were largely attended.

To no one is America so much indebted for the advancements made in common school education as to Horace Mann. Through his almost superhuman labors the methods of teaching became Pestalozzian to the degree in which the teacher could be made to comprehend underlying principles.

Instead of the memorizing of words, the pupil is directed to things; he is encouraged to use his perceptive powers; he is treated as a thinking, reasoning being, with educative powers slumbering within him.

The effects produced by the impact of the Pestalozzian wave on the shores of America had been only partially comprehended and employed before the ideas of Froebel, who had been a pupil of Pestalozzi, challenged attention. At first there was doubt and hesitancy. As before, the first response was, "there can be no advance upon what we already have." (Miss Elizabeth Peabody was untiring in her efforts to disseminate the ideas of Froebel). But several kindergartens were established; discussion followed, and at length it was admitted that this disciple of Pestalozzi had evolved, and had arrived at the thought of true development and the condition of true culture. The influence of the kindergarten has widened and deepened every year, until it is apparent that the entire system of schools will be rebuilt upon it as a sub-structure.

The great discovery of Froebel, of means to employ the spontaneous activities of children, has given a cast to all primary school exercises. Joy, life, liberty, inventiveness, and spontaneousness are becoming features of the primary school.

The American school is no longer the crude institution it was a half century ago. American educators have generally left the narrow platform on which they once stood; they aim at character rather than knowledge; in theory, at least, they make their main effort to develop and strengthen the mental powers. As to the knowledge best fitted to accomplish this, it is believed that is best that has the most intimate relation to life—ourselves, mankind, the earth, the objects before and around us, and our Maker.

The above sketch is drawn, it is true, in large lines. There are thousands of teachers yet whose schools are mere knowledge-mills, and that of the poorest kind. There are thousands that do not aim at "character," being wholly ignorant of any mode by which that can be evolved. There are thousands who do not know a single educative principle. There are thousands who are copying the methods of Pestalozzi, but have not imbibed his spirit.

But yet there is visible in the structure of the American school, rough as it is, evidences that a building of spacious dimensions is in process of erection.

The dissemination of the ideas of Pestalozzi and Froebel have produced a type of teaching so widely different from that pursued under the old school routines, that a new education has really sprung up. The teacher who would teach in the light of to-day must be a philosopher as well as a student. The old education was mechanical; the new is psychological; there is need felt for a comprehension of principles on which a philosophical practice may be based.

*Thirty-one Boston schoolmasters united in publishing a pamphlet to show that the old routine was better than the philosophic methods recommended by Mr. Mann.

KNOWLEDGE AND POWER.

Knowledge is not power. They are as different as earth and heaven. Knowledge is of the earth, earthy, while the development of power at once raises the mind upward. No one has more finely and forcibly expressed the difference than DeQuincey. "What do you learn from 'Paradise Lost'?" Nothing at all. What do you learn from a cookery book? Something new, something that you did not know before, in every paragraph. But would you therefore put the wretched cookery book on a higher level of estimation than the divine poem?

What you owe to Milton is not any *knowledge*, of which a million separate items are but a million of advancing steps on the same earthly level; what you owe is *power*, that is, exercise and expansion to your own latent capacity of sympathy with the infinite, where every pulse and each separate influx is a step upward—a step ascending as upon a Jacob's ladder from earth to mysterious altitudes above the earth. All the steps of knowledge, from first to last, carry you further on the same plane, but could never raise you one foot above your ancient level of earth; whereas the very first step in power is a flight, is an ascending into another element where earth is forgotten."

STIRRING UP THINGS IN ENGLAND.

THEY are stirring up things in England. Hear what the London *Globe* says:

"King Herod might rejoice greatly if he lived in these days; he would see a sort of 'massacre of the innocents' going on daily, under state direction, and with apathetic approval of the British public. We do not mean, of course, that our blessed educational system absolutely murders those who come into its clutch. But in the case of infants, it has an unmistakable tendency to shorten life. Take the picture of one of these institutions communicated to a Lancashire paper by an expert. It contains about two hundred infants between three and six years of age. All of them 'study' (save the mark!) in one room, class rivaling class, and pupil teacher in the vain endeavor to hear and make themselves heard. The necessarily vitiated atmosphere, the confusing jumble of simultaneous *prima voce* instruction in different branches, and the fearful noise, must be sufficiently trying to the baby constitutions."

Something must be wrong in the mother country. We trust the able editor of the *Schoolmaster* will find out what it is, and apply the correction at once.

This is not all the *Globe* says. Hear that paper once more:

"But there is a worse ordeal even than this purgatory; every now and then an inspector makes his awful appearance, and the infants have to go through their educational facings in fear and trembling. Talk of bogies, indeed! What more frightful spectre was ever conjured up by an idiotic nurse than this stern functionary bristling all over with sharp questions like a Texan citizen with bowie knives and revolvers. The teachers themselves are smitten with awe by his dread presence, knowing well that it largely rests with him to mar their careers. But it is on the little ones that he produces the most terrifying effect; they shiver up as he glares at them, and what muddled learning they have picked up vanishes clean away. No doubt it is a great advantage to poor folk to have their infants looked after while they are at work. But this might be done without putting the unfortunate brats to educational torture. Play is the thing for children under six; the more they have of it, the better for their mental and physical health."

Something is out of joint in England.

COLUMBIA COLLEGE has laid down an admirable curriculum for women, on satisfactorily completing which the college will grant them the degree of A.B., is connected with the privilege of conducting the studies wherever they may find it advantageous to do so. This at once offers to every college, seminary, and school, which is capable of furnishing thorough and broad collegiate instruction, a strong stimulus to do its best, as the test of the college examinations will surely reveal every weakness, as well as every source of strength in their work. For schools which submit to this test, and prove equal to it, the reproach so long made against our schools for girls, of superficiality and low aims, will be removed.

How many will be taught like Gargantua this year? Who was Gargantua? will be the question a great many will ask. When Rabelais undertook to expose the miserable education of his day, he personified the recipient of the waste and abuse called education under the name of Gargantua. This boy had a teacher one Tubal Holfernes, who taught him his A, B, C, so well that he could say it by heart backward. He learned to write in Gothic characters, etc., etc. At last his father perceived that though he studied hard he grew foolish and blockish. Then a new teacher was found, one Ponocrates, and a new era opened on Gargantua; there was no learning by heart of things that were not understood; there was plenty of physical exercise; natural objects were used and above all gentle treatment. Is there no Gargantua to suffer this year? We believe there will be many a one.

AMERICA now leads the world in the manufacture of astronomical instruments, but how about her schools?

ADDRESSES are promptly changed for subscribers on receipt of a postal giving old and new address.

A. H. BERLIN, A. M., who has twice been at the head of the Montrose, Pa., high school, has entered upon his first year as principal of the boys' high school, at Wilmington, Del.

A RECENT investigation of statistics of the high school at Washington, D. C., has shown that the charges of illegal admission of pupils living out-side the district are over-stated. Superintendent Powell says that only twenty-seven pupils outside the district are enrolled in the high school. He says they have been allowed to come because their certificates have never been acted upon by the board of trustees, with whom alone the question of admission lies.

SUPT. C. C. DAVIDSON, of Alliance, O., has entered upon his fourth year of successful work. Opposition to his re-election caused a deadlock in the board, but the county commissioners re-appointed him. It is believed that the disagreement arose from personal differences in the board, rather than from active dislike of the superintendent. Supt. Davidson is a good teacher, a successful manager, and is thoroughly conversant with educational principles, and alive to the best interests of his schools.

MR. JAMES MACALISTER, superintendent of the schools of Philadelphia, has come home from a summer in Europe an enthusiast on Gothic architecture and will lecture on that subject this winter.

We made a mistake in the JOURNAL of Sept. 15, on page 136, in stating that Rev. R. H. Quick is the author of "Educational Theories." Mr. Quick is the author of "Educational Reformers," and all Americans will know that Oscar Browning wrote the other book, as all of our readers also know.

TREASURE-TROVE FOR OCTOBER.—"Russian-America" is the title of the leading paper of the October TREASURE-TROVE. It tells some things about Alaska which are not generally known, and is illustrated by several fine views of native life.

"Cold and Freezing Storage" describes one of the ideas of our times, and is in its way a good lesson in physics. "A Brave Ride" by Edgar A. Brush, is a new account of a familiar incident in Colonial history.

The well known publishers Whittaker & Co., Paternoster Square, London, have been appointed to sell our books for teachers in England.

In the JOURNAL of Oct. 6, 1888, you say when speaking of Nashville as the place of meeting, that you have serious doubts about the South turning out. The writer has no doubts, as he has been South to talk to teachers, and has found some of the most faithful, conscientious teachers he ever met. This was in Texas. I am, however, not in favor of meeting at Nashville in July, as it is hot enough North, at that time of year.

WM. M. GIFFIN.

The following from the *Wisconsin Journal of Education* is to the point:

"Subscribers do some very strange things. One does not like even to tell of those who allow the *Journal* to come to their addresses for two or three years and then try to repudiate responsibility because they only subscribed for one year. These we urge to ascertain what the law provides in such cases, and try to cultivate a better conscience. Others move away and leave an unsettled record. After a time the postmaster or some friend sends word that they have gone—somewhere. It would be a severe but just measure to publish the names of such. There are many of them. Others do not recognize that it costs money to pay for paper, printing, and mailing, and never pay in advance, nor until they have been notified many times. Occasionally one sends us money without sending any address; or says 'change my address to' so and so, without stating from what place, and so on. There are two fundamental rules of morality in this matter: 1st pay in advance; 2d, notify us promptly when you wish the paper stopped or address changed."

"THE ARGUMENT FOR MANUAL TRAINING," by Nicholas Murray Butler, will be issued at once by the publishers of the JOURNAL, as No. 11 of the *Teachers' Manual Series*; also a new edition of *Perez's First Three Years of Childhood*, with an introduction by James Sully. Mr. Gardner's practical book on "School Buildings" has just come from the binder. An extended notice will appear next week.

THEY say that when the city council of Keokuk proposed to buy cyclopedias for use in the public schools, one member, an alderman, was opposed to it, as he "did not believe the scholars could ride the blamed things."



JOSHUA G. FITCH, LL.D.

This English educator the senior inspector of Her Majesty's schools is best known as the author of "Lectures on Teaching," "The Art of Questioning," and "The Art of Securing Attention."

Dr. Fitch was born in 1824, and educated at University College, London, receiving the degree of M. A. from the University of London. He was vice-principal of the normal college of the British and Foreign School Society in 1851-1856, and principal in 1856-1863. While here he and his colleague, Dr. Cornwell, wrote "The Science of Arithmetic." In 1863, being recommended by Earl Granville, he was appointed one of Her Majesty's inspectors of schools, though he has more than once been removed from that office to perform special and very important work.

His first appointment was assistant commissioner to the School Inquiry Commission. In 1869, he was one of two special commissioners to report to Parliament the condition of the Manchester, Leeds, Liverpool, and Birmingham schools. He then became assistant commissioner of the Endowed School Commission. He was also examiner in the English language, literature, and history in the University of London, was made fellow of the university by the crown, and has been for twenty years one of the special examiners employed by the Civil Service Commission, and an examiner for the Society of Arts.

Dr. Fitch has won distinction as an author and lecturer, also by his connection with higher schools. He gave a course of lectures in 1879, before the teachers' training syndicate at Cambridge, which have since been published. He is a member of the governing bodies of St. Paul's School, Girtton College, Cambridge, and Cheltenham Ladies' College. In 1885, the University of St. Andrews conferred upon him the honorary degree of LL.D.

Dr. Fitch visited this country last summer, and during his stay, lectured at the American Institute of Instruction, Newport, and visited many schools.

Besides his professional labors, he finds time to do a vast amount of Sabbath-school work. He stands high in the educational world, and the secret of his success lies not only in his ripe scholarship, and his executive ability, but in his character; he is a man and a gentleman.

SOUL OR BODY, WHICH?

Edward Everett knew the value of education. These words of his are full of force: "What, sir! feed a child's body and let his soul hunger; pamper his limbs and starve his faculties? What! plant the earth, cover a thousand hills with your droves of cattle, pursue the fish to their hiding places in the sea, and spread your wheat fields across the plains in order to supply the wants of that body which will soon be as cold and senseless as the poorest clod, and let the spiritual essence within you, with all its glorious capacities for improvement, languish and pine? What! build factories, turn in rivers upon the water-wheels, unchain the imprisoned spirits of steam to weave a garment for the body and leave the soul unadorned and naked? What! send out your vessels to the farthest ocean and make battle with the monsters of the deep in order to obtain means for lighting up your dwellings, and permit that vital spark which Deity has kindled to languish and go out?"

THE EVIL STILL EXISTS.

A Southern newspaper thus shows up the still popular way of "School-keeping" in some places:

"A prime evil of the prevailing method of teaching consists in the careful cultivation of the memory to the neglect of the thinking powers. Commencing with the teachers, even of the highest grade, down to the youngest child in the school, there is an almost slavish adherence to the mere language of the text-books. Teachers do not trouble themselves to study over the lessons, to comprehend thoroughly their full significance, but on the contrary only too frequently go into the class-room, and have to depend upon the book in order to hear the lesson. In theory this is not allowed, but in practice it is pretty general. Such being the case, the teacher, having no higher sense of responsibility than the necessity of going through a certain form in order to secure the quarter's salary, is very well content to find the scholar perfect in the mere language of technicalities, of the lesson. The scholar, finding nothing further required, is only too glad to perform the comparatively easy task of committing so many lines or paragraphs to memory, leaving its comprehension severely alone, or to follow blindly rules without any pains to discover their scope and value. As a consequence most school children have their minds choked with dates, facts, and the mere language of laws and principles, of which they have no understanding whatever, and aside from the routine of the text-books know absolutely nothing, and have not made their own, by mental digestion, any appreciable portion of the knowledge they have spent so many hours in attaining."

N. B. W.

HE SPEAKS WHAT HE KNOWS.

W. H. Sublette, in *Nebraska Teacher*, says, "The NEW YORK SCHOOL JOURNAL and the INSTITUTE reach our table regularly, filled with good things, and just what teachers need. Every teacher should have one of these journals in addition to a home paper. A. M. Kellogg and Jerome Allen, the editors, have done more toward bringing about advanced methods in teaching than all the other educational journals in the country. This is saying a good deal, but we mean every word of it. We ourselves owe our success in teaching largely to these journals."

OUR Colorado correspondent writes: "If Eastern teachers could visit the agricultural fairs now in progress at Sterling, Grand Junction, Montrose, Boulder, Del Norte, Pueblo, and, perhaps, other points in the state, they would supplement the instruction of the books by something about the largest crops and finest qualities of grains, 'garden truck,' fruits and live stock, to be found in any country. Here is an item from to-day's paper: 'So large an item is the threshing of the crops grown on the 'North' and 'South' farms in Rio Grande county, that a machine has been purchased especially for that purpose.' Again, 'Twenty-five million acres of Uncle Sam's farm land has been settled upon and brought under cultivation within the past twelve months.' And school Misses have taken not a few of these farms. Come quickly."

AMONG the Yale men who received degrees at the last commencement were four Japanese students. One of them who is a resident graduate will be made a doctor of philosophy. Another, the son of a Japanese nobleman, now a minister of France, will graduate from the law school. A third, who graduated from the same school, is one of the brightest men in his class, and a contestant for the John A. Porter prize. The most interesting of them is Shinkichi Shigemori of the Scientific school. He is a typical Japanese, four feet tall, and weighs ninety pounds. He came to this country without money or friends, drifted to Yale, was taken in charge by President Dwight, and members of the faculty, and now graduates with honors.

PRINCIPAL ROBERT WATERS of Hoboken, is an author of distinction, and a scholar of no mean ability. He has written a life of William Cobbett, and edited an edition of his grammar, published by A. S. Barnes & Co. Lately he has written "Shakespeare Portrayed by Himself," published by Worthington Company, and is now writing a series of very interesting articles in the *Christian Advocate* of this city, on "Genius in Action," which should certainly be collected in book form. He is also an accomplished French and German student, and an effective public speaker. Altogether, he is as good a specimen of an American public principal as can be found in these parts.

A MECHANICAL trade school will be opened in Philadelphia, November 1. It will be operated after the plan of the schools established by Colonel Auchmuty in New York. The trades to be taught will be plumbing, carpentering, blacksmithing, bricklaying, painting and stonecutting. Others will probably be added after the school becomes firmly established. Colonel Auchmuty has promised \$3,000 a year toward its support for three years, and by the end of that time it is expected that the Builders' Exchange and the public will take care to see that it is continued.

THE KINDERGARTEN SYSTEM.*

It may justly be claimed for the kindergarten system that it trains children to habits of obedience and fixed attention; that it makes the eye more accurate, the hand more steady; that it teaches to count, and develops ideas of color and form; that it leads to imitation and invention in drawing and design; that it quickens the sensibilities and sharpens the intelligence. If these claims are well founded, it will readily be seen how much better prepared children would be to enter upon our grade work after a year of such training, than they are at present. The foundation of good habits, both moral and intellectual, would be laid deep and strong.

We would not, however, have any child remain more than a year in the kindergarten school, for the system has its limitations, which the educator is bound to recognize. The child plays and learns unconsciously, through his play; but if the play is continued too long, it begets a habit that is fatal to the acquisition of the habit of work. Professor Harris wisely wrote in one of his St. Louis reports: "If serious occupation is made into childish play, the result is that the stage of irrationality is prolonged. If play is suppressed and serious tasks imposed upon the child beyond his ability, the elasticity of youth is broken, and a mechanical drudge is developed. The necessity of play to children is found in the function it subserves. In play, the child acts directly for himself, while in work he suppresses his own subjective inclination for the production of what is useful for others. Play and work should be carefully kept distinct in his mind, and their due proportion carefully preserved. Without work the child learns to know only his caprice, his arbitrary likes and dislikes, and he is training himself for a tyrant. Without play he is learning to have no will of his own, and no personal interest in anything—he will become a selfish drudge."

One year, therefore, would be as much as the average child should spend in the kindergarten, but it would be a year well spent.

The only argument in favor of the present system is, that even though children between five and six years do not learn much, they are at least kept off the streets, and away from evil associations for a time. There is force in this, but it would be swept away by the establishment of kindergartens.

In the cities I have referred to—St. Louis and Philadelphia—the kindergarten schools were established largely through the munificence of private individuals and societies, though they are now under the control of the educational authorities. Such is, probably, the way in which they will come, if they ever do come in Brooklyn. And let it not be thought a thing incredible that this should happen. Brooklyn has many wealthy and liberal citizens. Several of them have already distinguished themselves by magnificent gifts to educational institutions at home, and in other cities.

* From the report of Superintendent Wm. H. Maxwell, of Brooklyn.

MANUAL TRAINING IN WASHINGTON.*

"The appropriation of \$5,000 for the purpose of industrial education has rendered possible a considerable enlargement of the facilities for manual training, with a gratifying prospect of usefulness. Schools of woodwork have been established in several localities, for instruction of male pupils in seventh and eighth grades, as also cooking schools for instruction of females of those grades; while at the high school building, a school of metal-working, including iron and steel forging, modeling, and turning, is in successful operation. The work is popular, and gives promise of great usefulness. An appropriation of \$10,000 for the ensuing year is earnestly recommended, both that the work may be extended, and that facilities for it may be afforded pupils of proper age in all the divisions. The appropriation for the present year has been insufficient for the latter purpose, enabling the establishment of manual schools in only five of the eight divisions. Construc-

tive drawing, however, which may justly be included as a part of such training, is now taught, with good results, in all the divisions and in all the grades."

* From the report of the board of trustees of the District of Columbia.

MEMORY.

A PSYCHOLOGICAL STUDY.

INCIDENT ONE.—A week ago a man passed me running down the street. He was a thief, and I was yesterday called upon to describe him. This I could not do. Why? Had I forgotten how he looked? "Did he have on a gray coat?" "Did he wear a silk hat?" "Did he have on black pants?" I couldn't tell, and why?

INCIDENT TWO.—A little baby, about ten weeks old, was given last week some medicine from a spoon. Yesterday an empty spoon was put in its mouth. It made up exactly the same kind of a face it did a week ago, and resisted all attempts to touch the spoon with unmistakable vigor. What was the reason it cried?

INCIDENT THREE.—Last week a gentleman offered a lady, a stranger, his seat in the elevated car. She thanked him, and he thought no more about it. Yesterday this gentleman offered a lady his seat under different circumstances. In running up the stairs she had stumbled and fallen, and walked with evident pain. He helped her off the car, assisted her over the Brooklyn bridge and on the street car, and accompanied her to her own door. Will he remember this lady now?

Now let us see what these incidents teach us.

1. Ordinary occurrences are not remembered because they are not distinctly perceived. I didn't notice the running man because I didn't see him. *I cannot know what I do not notice.* I must attend before I can get an impression. The same day I met the running man, I met a dog with a beautiful little red cap tied on its head, which it wore with evident pride. I remember exactly how the dog looked. Why? Because I attended to the dog. *The impression was distinct.*

2. *Associating one thing with another helps the memory.* The baby associated the spoon with the medicine. I can remember two things put together better than one thing standing alone. Why? What is association? Notice how children associate! Apply this to learning geographical facts. Can we remember without associating?

3. *The strength of impressions depends upon the circumstances in which the event occurred.* Is this a statement of a truth? Why do you think so? Give an incident illustrating this fact drawn from your own experience.

Sympathy helps memory. Why would not the man who gave his seat to the lady not be likely to remember her the first time he met her? Why will they both remember each other now? Here is a very important truth that will help teachers in their work.

Teachers! study memory in this way. Take live incidents from every-day life, and draw lessons from them. In this way you will study psychology with great interest and profit. The IMAGINATION next time.

CONCEPTS.

THE teacher must have a clear idea of the concepts. Miss Kenyon says of Colonel Parker's talks to his teachers, "One hears the word concept repeatedly." In the possibilities of concept lie the possibilities of education. Dr. Welch says, "Remove a lemon from sight, and a concept of the lemon remains consciously before your minds. I give you a stanza of poetry, for example, and ask you whether you held the concept of the lemon consciously before your minds while I repeated this stanza. No. Was it then wholly lost from your minds? By no means. What became of it? It passed into memory, and was recalled when I pronounced the word lemon, which is its audible sign. Such is the concept. The mind is dealing perpetually with its concepts.

1. The senses are the gatherers of concepts.

2. Memory is the treasury of concepts.

3. Conception is the picturer of concepts.

4. Analysis is the inspector and arranger of concepts.

5. Abstraction is the generalizer of concepts.

The action of all these, except memory, constitutes the process we call *thinking*. Memory is unconscious and spontaneous; there is no thought in it.

The imagination is that faculty by which the mind, out of the materials gathered by the three preceding faculties, builds or creates, and its products are called image-concepts.

Take, for instance, the concept of one or of several flowers. I have a notion of these as individuals which I have scrutinized many times with the senses. I have

also distinct concepts of their parts and properties, and further I have abstracted concepts of these properties apart from the individual flowers and other things that contain them. From these materials my imagination can construct a flower that would fill this room or even over-shadow this whole city. Or out of the materials I have gathered from the inspection of various buildings, my imagination may invent a new style of architecture, and embody it by the help of the hand in a single building unlike all others.

We see that there is no such thing as educating the imagination without an abundant supply of the materials out of which it fashions its images. We cannot build something out of nothing. And we see, moreover, that the hand and tongue are the natural instruments for the expression of image-concepts so that they can be understood by others. The products of imagination are poetry and fiction, sculpture, drawing, and painting. How can it be trained so well as in the practice of these arts? Writing and drawing are especially valuable in the early processes of education.

FROEBEL.

Friedrich Froebel was born April 21, 1782, in the village of Oberweisbach in Thuringia. His mother died when he was so young that he never remembered her; his father was a laborious pastor and gave little attention to him. His great amusement at one time in his childhood was to watch some workmen from a window as they were repairing the church; and he long remembered the impulse he had to use what pieces of furniture or other objects he could move to imitate them in their building. In after years he determined that the building instinct should be provided for; and he devised materials among children's playthings to be used for building.

The lad was left much to himself; not until he was ten years old was he sent to school. Having wandered much in the fields alone he was a thoughtful, dreamy child, and his teacher, a man of the old stamp, pronounced him an idler; the formal lessons of the school became very distasteful. His inborn power to educate was all of this time exercised upon himself; it created an ideal, but the want of harmony with that in real life was a constant source of pain. In nature he found content and entreated that he might be a farmer, so he was apprenticed for three years to a forester. But he was taught nothing practically; he read books on mathematics and natural history. He seems to have felt at this early period that knowledge of any kind should never be a mere instrument to use for gaining a livelihood, but be the means of rounding the character, of self-culture for the highest purposes.

Being now eighteen years of age, he attempted to attend lectures at the University of Jena, but he gained little; his speculative tendencies followed him; to find unity in diversity, to relate the parts to the whole, instead of mastering his lessons, occupied his time. His stay was short for want of means. Then he tried various occupations and visited various places. In Frankfurt he formed the acquaintance of Gruner, the director of the normal school, and this man penetrating his character proposed that he become a teacher, promising him a post at once. He tells us that when he found himself before a class he felt at once that he was in his proper element; he felt as a bird feels in the air, or a fish in the water. Here he seems to have realized somewhat the possibility of working for that ideal that had gradually become a conscious purpose of his life, the ennobling of humanity.

Hearing and reading much of Pestalozzi he visited him at Yverdon in Switzerland, and saw the practical working of ideas that had more or less taken spontaneous possession of his own mind. Returning to Frankfurt his teaching attracted marked attention; it was a serious effort to draw out the proper faculties of the pupils.

Now succeeded what would seem to be a series of educational experiments under varied circumstances; now here, now there, at one time spending three years with Pestalozzi, then at the university to add to his knowledge, until in 1815 he established a school. This was brought about rather suddenly by the death of his brother; the education of the children thus left, and those of another brother, he felt belonged to him and was begun in a pleasant house in Griesheim, and later continued in Keilhan. First Middendorf, then Lange-thal, then Barop joined him as helpers.

Froebel, with these devoted friends, attempted to build up an institution that should vivify the whole nation; but he was a man without practical ability; so that although the school was successful in an educational

point of view it never prospered materially. His experiments were numerous. Much teaching was given in the fields; love for natural history and physical science was inspired as the first knowledge and put within the child's reach.

He recognized practical activity as an integral part of education; he saw a parallel in the mental growth of the child, with the development of all other organisms in nature. Manual work was however recognized only for the sake of making a more complete human being. Life, action, and knowledge were to him three notes of one harmonious chord. That was only real education that assisted natural growth, that placed mental food within the grasp of the young being, and aided the effort to grasp it.

He discovered that children must come together in numbers, so as to present a miniature of the larger life they were preparing for, so that they may really educate each other. He discovered that play was the natural way in which a child educated himself; he recognized it as the constituted means for unfolding the child's powers; thus he learns to use his limbs; thus to know the external world, the qualities of objects; to recognize moral relations; to contrive and adapt means to ends; that the spontaneity of play is a great mainspring and must not be deadened; that the processes of education must be founded on the principles that underlie play; that a just method should be so founded and can be discovered. In 1840 he felt the need of a new term and gave the name kindergarten to this form of his work; protesting against the name school. There was no reading, writing, arithmetic, grammar, or geography. It was attempted simply to develop the natural energies, the energy of the senses, the limbs, the mind, and the heart.

It must be admitted that a great chasm lay between the method of Froebel, and that employed in the usual school for young children. His was the discovery that the teacher could avail himself of the spontaneous activities of children as a means of education, and with that to build the structure of their physical, intellectual, and moral life. His, again, was the genius to conceive of means to employ these spontaneous activities, and to devise a series of objects and exercises that enable the child to educate himself in accordance with the plan of the Creator.

Froebel wrote much to unfold his ideas and plans, but his style is very obscure. His great work is "On the Education of Man." Others have expounded the ground principles, and they have taken deep root in Germany, England, and the United States. The kindergarten has been a part of the public school system of St. Louis for many years, and has lately been made part of the school system of Boston.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

THINGS TO TALK ABOUT.

NOTE.—These items have been arranged with a view to giving teachers subjects to talk about in their schools. They may be used also in connection with geography, history and reading lessons when certain places or persons are mentioned. If used with skill, this column will be very valuable.

GEOGRAPHICAL AND POLITICAL.

A bushel of corn makes four gallons of whiskey. It sells for \$16 at retail. The government gets \$3.60, the farmer forty cents, the railroad \$1, the manufacturers \$4, the vender \$7, and the drinker all that is left—delirium tremens.

HERE is a good fact for the geography class, but it should not be told unless the pupils know something definite about Africa. The question is not whether pupils know the map of Africa. Do they know where the Congo River is on the face of the earth?

Stanley Falls on the Congo River will be a railroad station in the course of a year or two—the surveys are nearly completed—and that toilsome journey from the coast, of nearly three weeks, past two hundred and thirty-five miles of cataracts, will be abridged to a comfortable ride of less than twenty-four hours.

About 100,000 boxes of lemons are used in the United States every week. Each box contains from 300 to 360 lemons. Most of them come from the island of Sicily,

though a small quantity is raised in Florida and California.

It will be interesting to the geography class to know that the richest mines in Australia, perhaps in the world, is the Mount Morgan of Queensland. One of the Rothschilds once offered nineteen million pounds or \$95,000,000 for it, and the offer was refused. Its value is variously estimated at from \$60,000,000 to \$500,000,000.

Gibraltar is anything but the impregnable fortress it is considered to be. The two 100-ton guns are so mounted that they cannot be elevated to fire beyond a certain range; and during the operation of the loading and sponging, they are exposed broadside to fire, thus presenting a capital target for an enemy's iron-clads. Just now both are useless, their hydraulic recoil buffers having been recently smashed when firing.

THE Indian corn crop of 2,000,000,000 bushels is one of the superiorities of America over England; so little is it known in England that "corn" means any grain, as wheat, oats, barley, and rye. The English climate is so cold, the summer has so little hot sun, that not a stalk of corn can be grown, except under glass. And it is one of the perversities of the English character that the English people cannot be induced to learn the numerous uses of our corn meal for food.

In a paper read at the Oxford summer meeting a university geographical reader pronounced Himalaya with the accent on the first *a*. One of the questions sent to the lecturer at the end of hour was—"Why do you pronounce it Himalaya and not Himala-ya?" It was explained, in answer, that the Royal Geographical Society had adopted a code of names. Some foreign names had been so Anglicized that it was not expedient to alter them, such as Paris, not *Pari*. Others, as far as possible, were retained, and sounded as they were pronounced in their respective countries. "Hunter's Gazetteer of India," is the standard authority of Indian names, and from it we learn that the word is pronounced "Himāil-ya," and it is this pronunciation which has been adopted in Germany.

HISTORICAL.

A COPY of a letter of Columbus, of which only six are known to be in existence, is to be seen in the Astor Library. One of these copies sold for \$700 at an auction sale in London, in 1872. This letter was written by Columbus, at Lisbon, and is addressed to Raphael Sanchis, treasurer to the King of Spain. A Latin version of the letter was printed in Rome. The letter is descriptive of his travels and discoveries.

(Let the teacher read this item to his history class, and let them tell what they know about Columbus.)

AMONG the English missionaries who undertook to reach the Indians in Northern British America, the most indefatigable is Bishop Bompas. He is often within the Arctic circle itself in his journeys. His headquarters are at Fort Simpson, on the great Mackenzie river. From this point he descends the river 700 miles to visit the Esquimaux, on the shores of the Polar sea. Then coming back 150 miles on this river, he enters the Peel river, a tributary of the Mackenzie; following this up for 50 miles he reaches Fort Macpherson, which is at the foot of the Rocky mountains. These mountains he crosses on foot by a pass 3,000 feet high; a journey of 100 miles brings him to La Pierre, on the Rat river, a tributary of the Porcupine. The Porcupine is followed 600 miles to its junction, with the mighty Yukon at Fort Yukon. The Yukon is followed 1,300 miles, and then he reaches the Pacific ocean. He leaves his home May 1 on a snow-sledge drawn by dogs, and gets back by September 1, to find the snow knee-deep again. He also goes up the Mackenzie 150 miles and enters Great Slave lake, which is as large as Lake Erie, and visits stations at Fort Rae and Fort Resolution. Here is an interesting lesson in geography that does not appear in the books.

THE recent Gettysburg celebration was a brilliant affair, and in its details well managed. Gettysburg is becoming the show battle of the Civil War, just as Bunker Hill is the show battle of the Revolution.

But in its results, all the same, no battle was more unsatisfactory than Gettysburg. As Lincoln pathetically remarked at the time, the harvest was ours, but not garnered. Lee should have been thrown into the

Potomac as the result of Gettysburg, and the failure to do so was a great disappointment.

Twenty-five years ago a greater campaign than Gettysburg ended in the surrender of Vicksburg to Grant and Sherman, with an army of prisoners. That was a garnered harvest, severing the Confederacy, and making the success of the rebellion impossible. There was no marching away of a Confederate army from Grant and Sherman to recruit for a new campaign. The work was done, and well done, with no rubs or blotches. Somehow, however, Vicksburg is forgotten.

A curious circumstance connected with the purchase of Alaska by the United States, which was revealed only recently, will be of interest to teachers. The object in securing Alaska was not to obtain more territory, but to pay a war debt which President Lincoln and Secretary Seward contracted. When England and France threatened to help the Confederacy, President Lincoln obtained a fleet of Russian vessels to help defend our ports, and maintain the blockade of the rebel ports. When the danger was past, the vessels departed, and then the question of compensation came up. Russia's bill was for millions, and although President Lincoln had used his war power wisely in incurring it, he feared it would be criticised. While the question was under consideration the President was assassinated, and Mr. Seward was left to solve the problem. He finally hit upon the plan of getting Congress to purchase Alaska. The \$7,200,000 paid to Russia for Alaska was really in payment of the fleet bill, the territory being thrown in. General W. T. Sherman learned the truth concerning the transaction, in Russia, and kept the story to himself, until a recent army re-union. Secretary Seward must have shared his secret with some Congressmen, but they guarded well his confidence.

LESSONS IN MORAL TRAINING.

By EMMA L. BALLOU, Jersey City, N. J.

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LESSON II.

TO TEACH THE DUTY OF TRUTHFULNESS.—PART I.

Teacher: Not very far back of the old parsonage, that was my home during a good part of my childhood, was a beautiful little lake. As it was fed by many springs, which bubbled up from the rocks, the water was cool and clear. This lake was the delight of all the village boys. There were few hours of the day or evening, outside of school-time, when a merry troop of boys was not to be found playing at the lake, swimming in summer, or skating in winter.

One summer the boys took special delight in frightening each other, by shouting, "I'm drowning. O save me," or by just screaming in such a way as to make their friends think they were in danger.

For a time this was a great success, and a boy could bring a crowd about him, very quickly, each one trying to save the supposed drowning boy. Then, with a shout of laughter, he would swim away, leaving his friends to get over their fright as best they could. But after a few trials of this joke it grew to be an old story, and the jokers did not get the laugh on their side as before.

One evening, this same habit came near costing one little fellow his life. He had, several times, enjoyed the fun of calling his friends to his rescue, but now he was taken with cramps, and called for help in earnest.

"You don't fool us again," answered one boy.

"You've tried that too many times," shouted another.

"We're not so green as we were," called a third. The boy was filled with a horrible fear that he would drown in the very midst of his many friends, who could save him if he could only make them understand. He called again, but feebly. Then it was that a boy, standing on the bank, saw that his friend was really drowning. A great rush was made for him, and he was taken from the water only just in time.

Why didn't the boys try to save their friend when he first called for help?

Lucy: Because they didn't believe him.

Teacher: Why didn't they believe him? He was telling the truth.

Frank: Because he had fooled them, before!

Teacher: What was the result of his not being believed, this time, when he told the truth?

Minnie: He was almost drowned.

Teacher: How many of you have read the story of the boy who called, "Wolf! wolf!" when there was no wolf. All the hands came up,

Teacher: What happened to that boy, when the wolf did come?

John: He was killed.

Teacher: Is it always dangerous not to be believed, when you speak the truth?

Nellie: No, it is not always dangerous.

Teacher: Do you think it is always unpleasant?

Harry: I think it is. I know I like to have people believe me when I say anything.

Teacher: Now, you may tell me one reason why you should always speak the truth.

Jennie: Because, if we tell what is not true, we will not be believed, even when we speak the truth.

Victor told his teacher one day that his head ached, and his throat was sore, and asked to be allowed to go home. He received permission to do so.

After he got outside, he ran off in high glee, quite delighted because he had been so successful in deceiving his teacher, and getting out of school.

But he did not find it so pleasant, after all. He was afraid to go home, and none of his friends were in the street to play with him. So he tried to steal a ride on a cart, but fell off, and had his leg broken. If he had not told a lie he would have saved himself weeks of suffering.

Julia copied her lessons, day after day, for several months. Finally, she was detected, and as she did not know what she had passed over, she had to be put back. If she had not made her slate lie for her, she would have been obliged to learn her lessons each day, and would not only have been saved much mortification, but she would have had much more knowledge. If she had not been found out, it would have been much worse, for she might never have learned many things that she needed to know.

Now, you may tell me another reason why you should speak the truth.

Grace: We should speak the truth, because children who tell lies are always getting themselves into trouble.

Teacher: James was angry with Charlie; so, when Harry lost his pencil-box, James said that Charlie had stolen it. As Charlie had one like it, the story was believed. He proved the pencil-box to be his own, but not till he had had a great deal of trouble, and been very unhappy about it. What do you think of what James did?

John: It was mean.

Harry: It was very wicked.

Teacher: Is a lie always wicked?

Nellie: I think it is.

Teacher: You are right; it is mean and cowardly, and wicked to lie. You have told me several reasons why you should speak the truth. If you tell lies, you will not be believed when you speak the truth; you are in danger of getting into trouble, and of getting others into trouble.

But one of the very strongest reasons why you should never tell lies, is the effect that lying will have upon the one who does it. If you should let yourself get into the habit of lying, after a while you would hardly know how to tell the truth, you would not know the truth, and your moral nature would grow to be weak and bad.

CHINA.

(To be used as a "Topic Exercise.")

The Chinese government is now in the hands of rulers that differ greatly from any that have preceded them. As in most countries, there is a party of conservatives and a party of progressives. At the head of the latter is Li Hung Chang, a marvelously far-seeing man; allied with him is Marquis Tseng, who has been minister to London, Paris, and Berlin for many years, and who has learned the English language perfectly. Having become familiar with the advances made in science, he has gone back determined to introduce them into China. Another able progressive is Prince Kung, the Emperor's uncle; by managing his coal mines in the English fashion he has become immensely rich. The most powerful of the conservatives was General Tso; his prejudice was so great that he would have beheaded those who talked of progress. He was a very able man nevertheless, and looked deeply into matters. In 1883 he was on his death-bed, and there he drew up a paper, in which he informed the Empress that improvements of Christian nations must be adopted, especially the railroads, or China would go to pieces.

The government has now sent twelve men to Christian nations, to this country two, to report on the things they see; they have two years for study. The two commissioners, Fu Wun Lung, Ku How Kwon, have ar-

rived at San Francisco. They have examined the new cruiser "Charleston"; the railroads, getting the cost of engines, cars, and rails; the cable-cars; the woolen factories; the shoe factories, being amazed at the machine processes; and the great gold and silver mines. The subject of mining is becoming of great importance, for in the Shang Tung province there were formerly excellent mines, but the superstition of the Chinese (who believe in earth demons) has stopped their development for five hundred years. Since the discovery of gold and silver mines in California, the progressives have urged the re-opening of these mines, and machinery has been sent over, and a beginning made.

These commissioners have been charged especially to study the levees of the Mississippi. The Chinese rivers do much damage, especially the Hoang Ho. Millions of lives have been lost during the past hundred years, and hundreds of millions of property destroyed by the overflow of this river. They have at last, under the new order of things, determined to find some plan to stop these disasters.

It must not be supposed that the Chinese lack in ability. There are some of the ablest men in the world in China. No country with 400 hundred million people could be governed except by a very wise head and a very strong hand. Great attention is paid to literature; these commissioners have passed difficult examinations to show their knowledge of their poets and writers, for this entitles them to high stations in the government. It is probable that a new era will dawn in this great country, now it confesses it has something to learn.

TEACHING PHYSIOLOGY.

By JOSEPH S. TAYLOR, G. S. 37, N. Y.

III.

THE SKELETON (Continued).

I. *Physiology of Bones.*—We have already developed the definitions of anatomy, physiology, and hygiene. It is, however, not enough to develop an idea and then drop it, expecting to find it securely fixed in the minds of the pupils for all future time. Constant repetition, here as in all teaching, is one of the requisites of effective work; but not parrot-like repetition. In these lessons we assume the absence of text-books; but there is a method of oral instruction which possesses all the vices of text-book teaching, and none of its virtues. This consists in reducing the matter to the form of written definitions and notes to be copied and memorized by the class. There are teachers who employ this method, and then talk patronizingly of their simple brethren who still depend upon the text-book. The vice of both is that the instruction is acquired and repeated in set forms, and between the two the text-book method is the better, for the reason that it probably presents the facts more fully and in better form than the note-book method.

Good teaching has the characteristic of a kaleidoscope, which presents to view bits of plain and colored glass. Turn it as often as you please, there is the same glass, but a new figure every time. Repetition! repetition indeed, but repetition with variation! Present an idea to-day; to-morrow turn it round and let the scholar look at another side. Repeat day by day, but don't forget to turn the kaleidoscope.

Physiology is already defined as "the science of function." Dilate a little on it again before you talk of the *uses of bones*. A locomotive is a capital illustration. A man may know the name of every part; that's anatomy; but unless he knows the work each has to perform, his knowledge will never make him an engineer. Neither is it enough to know the structure of bones. What are they good for? Briefly these three things:

1. To protect the delicate organs.
2. To preserve the shape of the body.
3. To work.

The pupil has already seen how the brain is encased in a double layer of bones; how the great nerve in the back runs through a cavity in the bony column. So the chest and ribs form a walled defense about the heart, stomach, lungs, etc.

Call attention to the jelly-fish—an animal without bones. This may do for an animal that has nothing to do but eat; but it won't do for an animal that wears a high hat, and kid gloves, and tailor-made clothes. Bones preserve the shape.

If a man wishes to move a large stone, he uses a crow-bar. The earth is the fulcrum, the stone the weight, and his hand the power. But the man's fore-arm is as much a lever at the time as the crow-bar, the difference

being in the kind of lever merely—the arm being third-class, the crow-bar first-class, etc. Without bones, the man could no more work than a jelly-fish.

II. *Hygiene of Bones.*—Review the definition of hygiene. Revert again to our locomotive. After a man has learned the names, nature, and uses of the several parts of a locomotive, he might be presumed to know how to run the machine. So he would. But suppose it should get out of order. Then a third kind of knowledge would be required; namely, how to *repair* the locomotive. It is not convenient nor desirable to send the engine to the shop just because a screw is loose or a bearing is hot, when the engineer might easily remedy the matter with a single twist of his wrench. Nor is it desirable to depend upon the doctor to preserve and repair the health of our bodies. Therefore, the engineer must know the hygiene of his engine, and every man ought to know the hygiene of the human body.

Under this head may be noticed:

1. Sprains.
2. Tight-lacing.
3. Stoop-shoulderedness.
4. The use of tobacco.

Of course it is not expected that all that has been indicated above should be taught in a single lesson. One thing should be presented at a time, and that very definitely. Only the teacher who has learned that one must know a great deal in order to teach a little, will know how to do this.

Should you ask, "What are the pupils to do?" I suggest as follows: Let them reproduce the lesson on the slate, either immediately or the following day. This will show two things: (a) how well you have taught, and (b) how well they have listened. Besides, it is an exercise in composition, and an aid to memory. The advantage of writing immediately is that it will be a more faithful reproduction of the lesson. The advantage of having it done the next day is that it will be in the pupil's own language.

SLATE-WORK.

C. J. PENFIELD.

Under this title comes a vast variety of work that is done in my school. As I am very busy, having seventy pupils, I can give but little attention to each one. To overcome this I get one of my oldest girls to aid me; in fact, two of them keep an eye on the school. They oversee most of the slate-work.

DRAWING.—In the morning I put a drawing on the blackboard; this is copied and furnishes a part of the slate-work. I say "slate-work" because the smaller ones do it on their slates, but the older ones draw on paper. These drawings I have made of various sizes, for example, one quite large, and then one two-thirds of that size. This gives them plenty to do.

MAPS.—The pupils draw maps quite extensively. The method is one I saw referred to in the paper some years ago.

WORDS.—A list of words for each class to copy is put on the board by a pupil appointed for that purpose; these are put into sentences.

COMPOSITION.—I do not call them "compositions" but as most teachers would not know what I mean, I use the term here. I call them "stories," "pencil talks," "letters," "abstracts," &c., as the case may be. These are given out daily, and fit the class.

GEOGRAPHY.—Here I give a list of topics, as wheat, cotton, ships, slaves, iron, gold, silver, islands, capes, seas, &c., and these are written upon. In this way, a great deal of information is accumulated.

NUMBERS.—I put tables on the board for the young pupils, and problems for the larger ones. We use arithmetics, but problems are invented by me and the others. For example, (1). "A man bought $3\frac{1}{2}$ lbs coffee for 120¢ cents, what will $7\frac{1}{2}$ lbs cost?" The first boy takes $3\frac{1}{2}$, the next $3\frac{1}{2}$, the next 4 and so on. The (1) gives the key.

READING.—I give a subject as "emphasis" to be studied for a week under the reading lessons. Five examples and the rules many be required.

WRITING.—Here I give a word as "length" (40), and require it to be written 40 times. It is criticised as to its analysis, &c.

I find this slate-work indispensable to the progress of my pupils. I want some light on "manual-training work."

A PROGRAM.

Much depends on a proper distribution of the time in the school; the program below is that of a school with about 70 pupils of all ages. There are four classes, A, B, C, D. The teacher writes us that he has trained one of his oldest pupils to aid him; she examines the

slates, etc. The "slate work" in such a school is very important, because the teacher thus does much of his teaching; now it is drawing, now copying of words, now composition. Let others send in their programs.

W. J. ARCHER.

From	To	Time.	Recitation.	Busy Work.
9 00	9 10	10	Opening Exercises.	
9 10	9 30	20	C. Reading	B. C. D. Reading Study.
9 30	9 55	25	D. Reading	A. C. D. Reading Study.
9 55	10 00	5	Recess.	
10 00	10 20	20	A. Reading	A. B. D. Slatework.
10 20	10 40	20	B. Reading	A. C. D. Slatework.
10 40	10 55	15	Recess	D. Dismissed.
10 55	11 05	10	C. Numbers	B. C. D. Slatework.
11 05	11 20	15	D. Drawing	C. Dismissed.
11 20	11 40	20	A. Numbers	A. B. D. Slatework.
11 40	12 00	20	B. Numbers	A. B. C. Slatework.
12 00	1 00	60	Noon.	
1 00	1 10	10	Singing	B. C. D. Reading.
1 10	1 30	20	C. Reading	A. C. D. Reading.
1 30	1 55	25	D. Reading	
1 55	2 00	5	Recess.	
2 00	2 20	20	A. Reading	A. B. D. Slatework.
2 20	2 40	20	B. Reading	A. C. D. Slatework.
2 40	2 55	15	Recess	C. Dismissed.
2 55	3 05	10	D. Numbers	A. B. Slatework.
3 05	3 25	20	A. Spelling	D. Dismissed.
3 25	3 45	20	B. Spelling	B. Slatework.
3 45	4 00	15	Writing	A. Slatework.

MATTER MAY BE INVISIBLE.

"Float a cork on the surface of water in a dish, and invert over it a large glass-jar goblet. By pushing the goblet downward the water is depressed, as the floating cork makes more evident. The water does not enter because the air in the goblet can not get out. Hence air which is invisible, is matter, and governed by its laws. The experiment might be made more interesting by placing a lighted candle on the cork." (G. W. BENTON, Albion, N. Y.)

Teach this. Don't tell the pupils that "the water does not enter, because," etc., unless you are teaching a class of idiots, and then your words would do no good. These questions might be asked. Why does not the water rise inside the jar? What is there inside the jar? What is air? Let the pupils touch the table, the water, blow out air from their mouths, and then give them the word *matter*. No word is less understood by pupils than this. Make them *understand* its meaning, but, if they die first, never give them a cut and dried definition. It will do harm every time you do it.

FRIDAY AFTERNOONS.

I have a box on my desk and in it pupils put questions on Friday. I examine them, and then on Monday morning they draw them out. On the succeeding Friday each one goes up on the stage, reads her question and then answers it. I gave a question lately "What battles have been made the subject of poetry?" Very much interest was awakened. Bunker Hill, Fontenoy, Bannockburn were a few that were described. It did much to cement the historical knowledge they had.

B. C. G.

THE TEETH.

THE TEETH.	8 Incisors.
	4 Canine.
	8 Bicuspids.
	12 Molars.

1. Don't put this outline on the board and make pupils learn it. This is for the teacher, not for the pupil. Remember this.

2. Lead the pupils to notice for themselves and tell you, that there are 8 teeth of one kind, 4 of another, 8 of another, and 12 of another. Let them describe each kind. Let them examine the same kind of teeth in a dog's, a cat's, and a cow's mouth. After they have got the ideas in their minds by their own efforts, then, and not until then, give them the names mentioned above. Be sure not to get the cart before the horse in teaching this lesson. Take time if necessary; it will yield good fruit.

THE PALATE.

THE PALATE. { Hard.
 { Soft.

Notice the remarks in the Lesson Plan on "The Teeth," and pursue the same course as described there.

PRACTICAL ARITHMETIC.

Have on the board a plan of a schoolroom, with some of the dimensions. Let pupils find the rest, and then furnish this imaginary room. They can decide what it shall contain, how many yards of floor-covering, the number of desks, curtains, tables, etc. The cost of these is to be estimated. Let them find out, if possible, the market value of each article. If they cannot, tell them. Bills may be made out for each article or set of articles by some pupil who may act as the seller. These should be properly receipted. This device may be used as long as profitable, the imaginary benches including even books, chalk, pens, paper, etc.

INITIAL LETTERS.

Ohio. Samuel Hammond.
New York. Charles Henry Jones.
New Orleans. James Abram Garfield.

With what kind of a letter do each of these name-words begin? O., N. Y., N. O., S. H., C. H. J., and J. A. G., are the first letters of what words? What mark is placed after each of these letters?

Write the first letters of your own name; of the names of five school-mates; of the names of five towns, or cities; of the names of five states; of the names of five distinguished men.

The first letter of a name is called an *initial letter*.

A period should be placed after every *initial letter*, when used alone.

The first letter of the name of a person, or place, should always be a *capital letter*.

Write the *initial letters* of the following names of persons and places. (A list, previously put upon the board, should here be shown.)

THE PHARYNX.

OPENINGS.	Larynx.	Glottis.
		Epiglottis.
	Esophagus.	
	Tonsils.	

Read carefully the Lesson Plan on "The Teeth."

SALIVA.

FLOW.	Increased.	By taste, or sight of something desired.
	Decreased by fear or excitement.	By dry food.

Read the Lesson Plan on "The Teeth."

WHAT GROWS OUT OF THE EARTH.

NOTE.—Have when needed, specimens of some part of each tree, plant, or flower studied. Pupils will be interested to observe and learn more about

- I. Trees.—Apple, pear, plum, peach, cherry, lemon, orange evergreen, oak, elm, birch, etc.
- II. Shrubs.—Hawthorn, blackberry, current, etc.
- III. Food Plants.—Cabbage, onion, parsley, celery, pea, bean, wheat, etc.
- IV. Flowers.—Rose, pink, violet, lily, etc. Lessons will be suggested by the following.

APPLE TREE.

Of what use are trees? How do they grow? How high does an apple tree generally grow? What is an apple tree good for? Describe an apple blossom, a leaf, and the fruit. Of what use is the blossom? The leaf? What are apples used for? Why are the skin, stem, and the seeds necessary? Which part should be eaten?

OBJECT LESSON.

(The teacher brings in a bird in a cage, or a stuffed bird. If neither is possible have a picture of a bird to place before the class.)

Teacher. What is this? (pointing.)

Pupil. A bird.

T. Tell me something you know about a bird?

P. A bird can fly.

T. James tell me something?

P. A bird can sing.

T. Mary can tell us something?

1. P. A bird has two legs.

2. P. A bird has two wings.

3. P. A bird has feathers, &c., &c.

4. P. A bird can hop, &c.

T. Yes, you have seen these things and you know them. Can you say anything more. (Pause.) But there is something more, something you cannot see, I will tell you to-morrow. (She refers to life) something that enables the bird to sing and fly.

I will tell you on the board all you have said:

A bird	can fly.
	can sing.
	can hop.
	has feathers.
	has two wings.
	has two feet.

To-morrow I shall want you to tell me more about birds.

In this lesson the teacher simply (1) presented a concrete object, (2) had the pupils give expression to what they knew, (3) awakened an interest to think about the object. This is an example of correct object teaching in the first stage. On the succeeding days she will lead them to see there are different kinds of birds, &c., the uses of feathers, the uses of the bird's intelligence; the wisdom of the Creator; the habits of birds. Several lessons will be needed. In all the teacher will let the pupil find out and tell.

THE MISER.

FOR THREE BOYS.

[They come up and stand in a line and bow together to the audience. This can be secured by careful practice; if not done exactly in unison it has a bad effect. Then in the chorus the three should clap their hands exactly together and say, "That's so." The first speaker takes the first verse, the next the second and so on. At the end they bow together and retire.]

1. The miser lives for gold alone,

That's so! That's so!

A crust of bread, a scanty bone,

That's so! That's so!

A bed of straw, a squalid room,

A sordid mind, a heart of gloom,

That's so! That's so!

2. He never helps the suffering poor,

That's so! That's so!

But turns the hungry from his door,

That's so! That's so!

His heart is cold, as cold can be,

And closed to love and charity.

That's so! That's so!

3. Forgets his Maker, day by day,

That's so! That's so!

From kindly warnings turns away,

That's so! That's so!

His heart, his hopes, he long has sold,

And all his happiness for gold,

That's so! That's so!

THINGS OF TO-DAY.

About 25,000 women registered in Boston in order to vote at the school election. [What arguments are advanced in favor of women voting? What is the elective franchise? What classes in the U. S. are denied it?]

The French Government has received concessions of territory from the King of Anam. [In what Asiatic war were the French recently engaged? What advantages will they gain by obtaining a foothold there?]

M. Chavère, an emissary of the socialists to Belgium, was expelled from that country. [Who are the socialists? Why are they looked upon with suspicion? What do you know of the Hay-market riot?]

The St. Patrick's Cathedral spires in New York have been completed. [How does this building compare in size with St. Peter's in Rome? What other famous cathedrals can you mention?]

A "corner" in wheat was affected in Chicago. [What is a "corner"? What is your opinion of such transactions?]

The present session of congress has been the longest ever known. [What has been the principal measure discussed at this session? What is the Chinese exclusion bill?]

About 2,000 horse-car employees are on strike in Chicago. [What is the object of strikes? What do you think of them? How ought difficulties between capital and labor to be settled?]

The Irish National League has lately received \$5,000 from America. [What is the League? How long has it existed? Who are its leaders? What charges have been made against it? What are the *Times'* charges against Parnell? What do you know of the landlord system in Ireland? What is eviction? What is your opinion of the Irish question?]

Yellow fever is abating somewhat in Florida. [What do you know of the present epidemic? How has assistance for the sufferers been obtained? What conditions are favorable to the development of yellow fever? What cities suffered most when the fever raged in the South a few years ago?]

FACT AND RUMOR.

A son of Gen. W. T. Sherman and a son of Stonewall Jackson occupy a desk together in the office of Senator Everts. [What is Gen. Sherman's standing as a soldier? What is his famous campaign? What were Stonewall Jackson's distinguishing qualities? State the manner of his death.]

George W. Cable, in a recent address, emphasized in strong words, mission work among the colored people of the South. [Name Mr. Cable's works. When were negroes first brought to this country as slaves? When was the slave trade abolished? Why was slavery left when the Constitution was adopted? What was the Dred Scott decision? The Missouri Compromise? When was slavery finally abolished? How have the colored people improved since the war?]

The sudden death of Mr. Roe, the novelist was due almost entirely to overwork. [Mention his historical novels. What are rest and recreation necessary to health?]

Among the papers left by the late Rev. William B. Sprague, of Albany, is a well-preserved letter addressed to him on March 12, 1830, by Charles Carroll, of Carrollton, one of the signers of the Declaration of Independence. [What do you know of Charles Carroll? Mention some other signers of the declaration of Independence. Why was signing it a perilous act? What did John Hancock say when he affixed his signature?]

Col. William Howard Mills has suggested that there be erected in Washington a soldiers' memorial building dedicated to the soldiers of the North and South, from the Revolution to our day. [What great wars have the U. S. engaged in? What were the causes of each? What territory was gained by the Mexican war?]

The history of Hood's Sarsaparilla is one of constantly increasing success. Try this medicine.

THE SCHOOL OF PEDAGOGY AT THE NEW YORK UNIVERSITY.

The first lectures for this year's course in Pedagogics, at the New York University, were delivered October 6th, at 11 a. m. The lecturers were Dr.'s Jerome Allen and Nicholas Murray Butler, the former taking the class of the newly enrolled students, and the latter the class of those who had attended during the past year. Despite the very inclement weather, over a hundred students of pedagogy attended, including some of the best known and most successful teachers and principals of New York and vicinity.

Earnest men and women, proud of their chosen profession, and eager to enroll themselves as pupils of the Science of Pedagogy, though the great majority of them had already obtained a practical knowledge of what is commonly known as school teaching, by years of experience in the class-room.

The university should indeed be congratulated on the progressive spirit it has shown in the establishment of a course of pedagogy, with such a faculty as Professors Allen, Butler and Shimer, and on its expressed determination to place the profession of teaching on a level with the other professions, by the conferring of university degrees on those who complete the courses.

The large classes and increased interest this year are in great part due to deeply interesting, and instructive lectures of Dr. Allen last year, and the energetic way in which he moulded the idea into a practical reality.

Dr. Butler delivered his first lecture to the second year students on the science of education. Dr. Butler is a lecturer on education and history in Columbia College, and the university has done well in securing so excellent a co-laborer to Dr. Allen. Though a young man, Dr. Butler showed in a very short time that he was complete master of his subject, and what is more to the point in a lecturer, that he was possessed of an exceptionally clear, concise, and forcible delivery.

He briefly mapped out the ground he intended to go over, and gave the class an idea of the manner in which he intended to treat the subject.

He informed them that he would recommend no textbook on psychology, for as the science is the study of the operations of the mind, and as no two minds were ever constituted alike, so it would be worse than useless to urge the study of another's work on psychology, which, however deep, is yet only the reflection of the ideas formed by the workings of another's mind. He however, intended to use the standard works as books of reference.

He would treat psychology as a material science, and not as belonging to the domain of metaphysics. We should enter on the study of science of psychology, as we would begin the study of chemistry, with this one addition, that we should add to the knowledge induced from the study of facts, the knowledge obtained by the study of self-consciousness.

Many of the students of the class being absent owing to the weather, Dr. Butler made his lecture very brief, as he intends to deliver the whole lecture next Saturday morning.

J. H. W.

PROF. DANIEL S. MARTIN, of Rutgers Female College, this city, has issued a geological map of New York City and environs. It employs the new international scheme of coloring, exhibits the relations of nearly all the geological systems and series that occur in the Middle States east of the central Alleghenies, and shows the most striking features connected with the Glacial Age, viz.: the Great Terminal Moraine of the ice-sheet, and the ancient channel of the Hudson River, now submerged beneath the sea. An explanatory pamphlet accompanies every copy.

THE second bulletin of the Agricultural Experiment Station of Cornell University College of Agriculture has been issued. It contains the statistical results of experiments to determine the effect of nitrogenous and non-nitrogenous foods on the fat and lean meat of sheep. It was found that the valuable parts are proportionately larger in those fed on nitrogenous food.

THE first annual report of Bell's Male and Female Academy, Bell's Depot, Tenn., records a successful year. The course of study is based on the harmonious development of the faculties and the thorough acquisition of useful knowledge. The academy prepares pupils for higher institutions of learning. Mr. W. A. Muse is principal, and Mrs. Alice Reed has charge of primary and intermediate grades.

Mr. J. H. SMITH, of Rock Rapids, Iowa, has accepted the superintendency of the Durango, Col., schools, at an increased salary.

THE Saratoga and Round Lake Summer Schools (N. Y.) had nearly 300 pupils this summer. Great enthusiasm and satisfaction was manifested with the management and instruction.

Wm. M. Giffin, president of the State Teacher's Association, has written a personal letter to the city and county superintendents throughout New Jersey, urging the teachers to be present at the state meeting in December.

One feature of the meeting will be the commencement exercises of the State Teachers' Reading Circle. The class of '88' will be the first to receive diplomas. The whole program will appear in the JOURNAL as soon as it is completed.

EDUCATIONAL NOTES.

CALIFORNIA.

Miss Emily A. Rice, of New York, who taught last year in Monrovia, is teaching at Los Angeles.

The public schools of Los Gatos opened September 3. The senior class of the high school will devote considerable time to the study of insects and to the study of the growing fruit interests of the country. Much attention will also be paid to English literature.

Last winter, at College City, the Mikado company, consisting of students, raised nearly \$300 which is to be used towards erecting a gymnasium.

The Stockton Business College and Normal Institute made an excellent display at the fair of the Thirteenth District Agricultural Society, in Marysville, recently.

In the announcement of the Lick Astronomical Department of the State University, it is stated that "The Observatory Buildings will be open to visitors during office hours, every day in the year. Visitors are now permitted to look through the great telescope every Saturday night, between the hours of 7 and 10, and at that time only."

T. S. PRICE.

Marysville.

CONNECTICUT.

A delegation of Stamford teachers made a visit, October 4, to the training and other schools in New Haven.

October 4, Superintendent Dutton of New Haven, assembled the teachers, and addressed them in regard to the work of the year. He urged the reading by each one of a few standard educational works, preparation for each day's tasks, and a constant study of the child nature. Grade meetings will be held Saturday mornings, combining theory with practical illustration with classes of pupils.

The Connecticut Normal School, C. F. Carroll, Principal.

The attendance is 230. The entering class numbers 132. The enrollment for the year is about 340.

The attendance and the entering class are nearly 50 per cent. larger than at the beginning of any previous year in the recent history of the school.

Thirty-seven members of the new class are graduates of high schools, and four are graduates of colleges. Thirty others have attended high schools and eight have attended academies; several additional teachers have been employed. The growth in attendance appears to be due to the demand for trained teachers, in cities and towns throughout the state. The school has entirely outgrown its present accommodations. The board have now before them the serious question as to what shall be done next.

IOWA.

The fall term of the Decorah Institute, Decorah, began September 3. The course of study includes common and higher English branches and normal training. Mr. J. Breckenridge is principal, and Mr. J. C. Garland assistant principal. Mr. A. W. Rich is principal of the business institute connected with this school.

INDIANA.

The school superintendents of Southern Indiana, Northern Kentucky, and Southern and Eastern Illinois, will meet in annual convention in the city of Louisville, on Friday and Saturday, November 23 and 24. The meeting is for the purpose of discussing various subjects of interest to teachers and superintendents.

The following subjects will be discussed: "Promotion of Pupils—When and How?" "Social Culture among Teachers." "Should Teachers be assigned to Grades, or Subjects?" "Should the Superintendent always Stand by the Teacher?" "What books should be read to the pupils, and what books should be read by them?" The executive committee consists of Supt. Chas. N. Peak, of North Vernon, Ind.; Supt. R. W. Wood, Jeffersonville, Ind.; and Prof. W. H. Bartholomew, Principal of the Female High School, Louisville.

An oratorical contest, by teachers selected by a committee, will be held at the next Lloyd county institute.

Jasper Goodykoontz, formerly of Indiana, and lately of Jacksonville, Ala., has been chosen superintendent of the Bismarck, Dakota, schools. Miss Ella Norris, also of this state, is principal of the high school there.

Prof. L. S. Thompson, who occupies the chair of art at Purdue University, has resigned, and the place is supplied by Prof. Ernest Knauff, formerly assistant instructor in drawing in Princeton College.

JOHN R. WEATHERS.

New Albany.

JERSEY CITY, N. J.

Acting on a report from the committee on the High and Training School, the Board of Education organized a school for the training of teachers. The faculty consists of principals and teachers in the public schools. The classes will receive two hours of instruction each day, and, when not thus engaged, will devote the remainder of school hours to any duties required of them. The board room will be used for these classes. The faculty is as follows: *Special Department*—A. B. Poland, School Management, Manners and Morals, Penmanship; William Sweeney, Civil Government, Mineralogy, Physics, Physiology; Edward Kelly, Arithmetic; A. D. Joelyn, Geography and History; A. B. Gullford, Language; Maria L. Bevier Zoology and Botany. *Primary Department*—Kate S. Durrie, School Organization; Ella J. Richardson, Kindergarten and Busy Work; Alice B. Rankin, Language; Eloise A. Betts, Numbers; Blanch Halsey, Object Lessons and Miscellaneous.

The schools are much crowded, 342 pupils having been turned away in September. Superintendent Poland has stated briefly all sides of the question, "Are half-day classes better than no classes?" The purpose of the half-day classes is to lessen the number of refused admissions, to reduce the overcrowding in the lower grades, and to prevent the overtaxing of the minds and bodies of children of tender age. The matter has been referred by the Board to a special committee.

NEW YORK.

Nov. 12, Weedsport, Sanford, Conductor, J. Galley, Sterling Station, Assistant Conductor.

Nov. 12, Middleburgh, Albion, Conductor, J. K. Alverson, Middleburgh, Assistant Conductor.

Nov. 12, Delhi, Stout, Conductor, E. R. Harkness, Delhi, Assistant Conductor.

Nov. 12, Lansingburgh, Barnes, Conductor, T. H. Betts, Cropseyville, Assistant Conductor.

Nov. 12, Homer, Sturdevant, H. I. Van Hoesen, Truxton, Assistant Conductor.

Nov. 12, Malone, Chapin, Conductor, J. M. Wardner, Rainbow, Assistant Conductor.

Nov. 10, Monticello, Albion, Conductor, W. Westfall, Wurtsboro, Assistant Conductor.

Nov. 10, Liberty, Barnes, Conductor, M. Hornbeck, Grahamsville, Assistant Conductor.

ONTARIO.

Parkdale, the western suburb of Toronto, has established a new high school, the corner stone of which was laid recently by the minister of education. The board has appointed Mr. L. E. Embree, B.A., principal. He is an honor graduate of Toronto University, and has had large experience in secondary education both in Ontario and in Nova Scotia. A better appointment could not have been made. The school occupies temporary quarters for the present, awaiting the erection of the new building which will be first class in every respect. Already the rooms are crowded, and the staff had to be increased, almost as soon as organized. The universal demand for secondary schools throughout the province is one of the remarkable signs of the present decade.

C. CLARKSON.

Seaford.

PENNSYLVANIA.

The directors of Berwick schools last year, erected one of the best school buildings in this part of the state.

Rev. Dr. D. J. Waller, principal of the Bloomsburg State Normal School, is expected to return soon from a trip to Europe.

The West Chester State Normal, has three hundred and eighty students in the main school, and forty-one in the model school.

WM. NORTLING.

Bloomburg.

VERMONT.

There are 106 students registered at the Methodist Seminary, Montpelier. The music department is so large, that several new instruments have been added. More students are expected.

Professor Hadley of Montpelier, has gone to his new field, Marion, Alabama.

Miss Alice Kinney of Montpelier, has gone to Georgetown, Mass., to take a position in the high school. She has taught in the high school at Newport, N. H., for the past two years.

The Woodstock schools opened Sept. 10, with the same teachers.

B. H. ALBEE.

NAMES OF THOSE WHO PASSED THE RECENT EXAMINATION FOR NEW YORK STATE CERTIFICATES.

Agard, Isaac M.
Armstrong, William C.
Almy, Albert C.
Abell, Emma P.
Barnes, Theodore, S.
Barbour, Clara A.
Byrnes, Louise M.
Brower, George C.
Corey, Edith M.
Cobane, M. Elizabeth,
Church, W. Fremont,
Coman, Carrie,
Church, Ella R.
Cornell, Edwin,
Crabtree, Jerome B.
Crossfield, Frank W.
Clark, Lewis H.
Demarest, John A.
Demarest, Estella,
Daniels, Blanche A.
Deming, Ada V.
Eatee, James A.
Fitzgerald, Joseph,
Filer, Alexander D.
Flett, John B.
Gorman, William C.
Harding, Curtis M.
Hayward, Edward,
Holmes, Frances A.
Horton, Edward B.
Hill, Joseph H.
Kent, Charles H.
Kinyon, Oscar C.
Kelley, William W.
Long, Lincoln B.
Lyon, Hudson H.
Lochner, William E.
Mereness, Seth A.
Marsh, Clinton S.
Multer, Melligo,
Nichols, Rachel A.
Peck, Carrie A.
Pollard, Stephen,
Reeves, Emily U.
Sanford, Hattie T.
Saxton, Andrew B.
Sallsbury, Rhyland E.
Seely, Florence C.
Stewart, Thomas W.
Sprague, John S.
Skene, Matilda C.
Townsend, John B.
Vail, Amelia,
Wheeler, John H.
Whitney, Lucien J.
Wright, Jennie L.
Walker, Clark A.
Wiggins, Carrie M.
Worden, Jesse Peck,
Yost, Jennie Adams,

Rockville, Conn.
Roselle, New Jersey.
Hempstead, N. Y.
Canajoharie, N. Y.
Rhinebeck, N. Y.
Waverly, N. Y.
City Island, N. Y.
Taherg, N. Y.
Greenport, N. Y.
Skaneateles, N. Y.
South Otselee, N. Y.
Hamilton, N. Y.
Mechanicsville, N. Y.
Cobleskill, N. Y.
Belmont, N. Y.
Allegany, N. Y.
Macedon Center, N. Y.
Nyack, N. Y.
Nanuet, N. Y.
Seneca Falls, N. Y.
Elizabethtown, N. Y.
Addison, N. Y.
Batavia, N. Y.
Tonawanda, N. Y.
Keeseville, N. Y.
Randolph, N. Y.
Wellsville, N. Y.
Clyde, N. Y.
Saratoga Springs, N. Y.
Bainbridge, N. Y.
West Barre, N. Y.
Catlin, N. Y.
Syracuse, N. Y.
North Wilna, N. Y.
Hancock, N. Y.
Bainbridge, N. Y.
New Berlin, N. Y.
Carlisle, N. Y.
Havana, N. Y.
Ashford, N. Y.
Baldwinsville, N. Y.
Dean's Corners, N. Y.
Belmont, N. Y.
Johnstown, N. Y.
Syracuse, N. Y.
Portlandville, N. Y.
North Cohocton, N. Y.
Rochester, N. Y.
Pittsford, N. Y.
Rye, N. Y.
Long Island City, N. Y.
Whitestone, N. Y.
Cohoes, N. Y.
Westerville, N. Y.
Bounton, N. J.
Baldwinsville, N. Y.
Addison, N. Y.
Greenport, N. Y.
Troy, N. Y.
Waterloo, N. Y.

NEW YORK CITY.

The trustees of the Seventeenth ward recently bought and presented two large banners (10 x 15 ft.) to each of the four grammar schools in the ward. This gift is the result of an address made last winter by President Simmons, urging that every means should be taken to arouse patriotism in the schools.

A large collection of curiosities has been presented to Miss Willett, principal P. D. of G. S. No. 8, by J. G. Notti, a pupil in the school.

SCHOOL HYGIENE IN NEW YORK.

The Woman's Health Protective Association, of New York City, is extending its activities in the direction of every needed reform. The public schools are not left out of the good work. A committee, of which Miss Julia M. Thomas is chairman, have the matter in charge. Complaints of parents and friends have led this organization to investigate the evil, and to publish a few specific remedies. It takes the right ground in recognizing that these reforms belong to woman's sphere, and that, as woman has charge of the hygienic arrangement of the home, she is specially fitted to attend to this need in the school. It recommends that women be appointed in each ward, whose duties shall be to visit schools, and to investigate matters pertaining to school hygiene.

It has been found on examination that physical training in the New York schools is a failure. The exercises afford some relief from constant study, but they have little effect in rendering pupils strong and healthy. The exercises are often injurious, because the teachers themselves do not know what physical training will produce the best results. The association believes that each school building should contain a room set apart for such training, and that special teachers, who understand the work, should have it in charge. It also advocates a more even distribution of holidays, condemning the long period, without a break, from winter till summer, and claiming that a day or a week granted during that time, would give incalculable rest to tired brains and nerves, and secure better results in examinations.

It holds that "teachers are not responsible for these evils, and do the best they can under existing methods, that it is the power behind them which must be reached, and this through a healthier public sentiment.

"The school officials are responsible for the education, physical, mental, and moral of the children. They are the guardians to whom the state entrusts the task of making her citizens, and first of all, should they see to it that these future citizens have a perfectly developed physical basis, one that shall support and contribute to a career of success and usefulness; for without this life is hardly worth living. We must have a kinder care for the teachers of our children, and a sweeter sympathy for them in their faithful endeavor to fulfill the highest mission entrusted to man. Let us see to it, that this noble profession of teacher be worthily sustained, that we have the truest men and women in it, and that they be upheld in a manner worthy the office."

NEW YORK CITY SCHOOLS.*

Some idea of the magnitude of the public school system in New York will be obtained when it is stated that the average attendance for 1887 was 154,498 a gain of 835 over 1886, and of 3,444 over 1885. The small increase in 1887 is due to the fact that during the year no new school buildings were opened for the accommodation of the rapidly increasing population in the upper part of the city. The schools lying north of Fortieth street have a little over forty-six per cent. of the total attendance; ten years ago they had but thirty-one per cent. In accordance with the plan of marking, eighty-four per cent. of the schools were reported excellent with regard to the character of the instruction, and ninety-four per cent. were thus characterized with reference to discipline. The discipline of the schools is maintained by kindness, as well as firmness, on the part of the able teacher. Those who love their work and faithfully discharge their duties, find little difficulty in securing proper discipline while imparting instruction to their classes. When the order and discipline in any class are defective, it follows either that the teacher is wanting either in the ability or disposition which is necessary to secure them, or that she is not properly sustained in her work by the principal.

Two new school buildings were opened during the year. In order that the school accommodation shall keep pace with the increase in school population, it will be absolutely necessary to erect each and every year at least three new school buildings of the largest size.

The great importance of reading has been appreciated, and especial attention has been given to it. The use of supplementary readers has become general in certain grades. But in too many cases they seem to be perverted into ordinary text-books, alternating with the regular reader, but used much in the same manner. The good that has been accomplished by these supplementary readers, however, suggests a more comprehensive application of the same idea. Commendable work was also done in other branches.

In accordance with a resolution of the board, the committee on manual training prepared a course for the schools. It was a task full of difficulty and responsibility. It was not only necessary to give the new element in all its details, and explicitly state the methods to be pursued, but to so modify the old course of study as to find time for the new element without adding to the labors of either teachers or pupils. The new course of study is a decided improvement on its predecessor. No study has been omitted, but comparatively unimportant details have been left out, and methods of treatment have been judiciously modified.

The truancy department is an important factor in reducing the number of children arrested for crime. The fact of the existence of the law, and the fact that the agents visit the schools at fixed intervals have a moral influence in keeping in regular attendance many children who would otherwise become truants.

* Report of Superintendent Jasper for the year ending Dec. 31, 1887.

BROOKLYN.

Thirty-one applicants, two of them men, were examined for teachers, certificates by Assistant-Superintendent Ward at the rooms of the board of education two weeks ago.

The department of mechanic arts, of Pratt Institute, Brooklyn, has organized an afternoon class in shopwork and drawing, for pupils of other schools. An evening course, covering two years, including drawing, geometry, and the shop branches, has been begun.

The department of building trades, of the same school, has formed evening classes for instruction in plumbing, brick-laying, plastering, modeling, casting, and carving.

LETTERS.

177. "WHAT TO DO ON THE FIRST DAY OF SCHOOL."—Write out an examination sheet after this form:

[Write answers to the following in full sentences.]

1. Give your name and age.
2. Give your residence.
3. Which is proper, to take off your cap in the school-room, or to keep it on?
4. Which is right and best, to make as much noise as possible on coming in, or to enter quietly?
5. Is it right or manly to talk slang and to swear?
6. Is it right or brave to tease others who are younger and weaker than yourself?
7. Which is braver, to endure temptation to quarrel and fight, or to give way to anger?
8. Which is better, to get knowledge yourself or have some one get it for you?—to eat your own dinner, or have your teacher eat it for you?
9. Which is right, to play in school, or to study?
10. Is it right to have your seat-mate help you get your lesson?
11. Is it right to waste your own time and the time of others who wish to study?
12. Is it honest to tell others in recitations?
13. I will do what I think is ——— and shun what I think is ———.

Put right and wrong in blanks.

Proper answers to the foregoing questions will cause pupils to depend on themselves, and not on the teacher for good order.

The written papers that the pupils hand in, will show the teacher about how much ignorance she has to contend with. They also teach what kind of training previous teachers have given them. I have found nothing that equals this method for purposes of government.

East Wheatland, Ill.

M. MADISON.

178. A FEW BOOKS AND A GOOD METHOD.—A subscriber writes in answer to questions sent out by us, that the part of the JOURNAL most valuable to him is the first page, and that he would like more articles on how to make *true men and women* of the pupils. He arranges the books owned by him in the order of their merit. 1, Swett's Methods, 2, Sully's Psychology, 3, Fitch's Lectures, and 4, Wickersham's School Economy. The method he has found to yield the best results is to "treat pupils as we would want to be treated, were you in their place." He advises pupils as to their reading, and recommends, as the best ten books: "Boys of '61," "Boys of '76," Dickens' works, "Uncle Tom's Cabin," "Tom Brown at Rugby," "Biographies of Franklin, Washington, Lincoln, Garfield, etc.

179. A REQUEST AND A CRITICISM.—Why don't you publish more memory gems? I think they are more largely looked for than anything else. I have noticed a few inaccuracies in the "Uniform State Examination questions." Under "Grammar," page 29, September INSTITUTE, the sixth question is answered incorrectly; and the tenth question is silly. Participles don't pose as objects of verbs under any circumstances.

Manitoba.

SIDNEY E. LANG.

180. THE DEBATE AS AN EDUCATING POWER.—The debate as an element of successful school-work I have never seen touched in any school journal, unless it be barely to mention it. As for my part, I would allow every textbook, school device, and "improved method," I ever used go to ruin sooner than give up our little library, and reading-room, and the debate which they make possible. My students read, "pour in," as it is called, but by means of our society work, the food thus taken is given forth in products, which strengthen the assimilating faculties. We have broken grammar frequently, we have questionable rhetoric often, we have ludicrous mispronunciations sometimes, but *thought is awakened*, and the outreaching feelers of the mind, are *coming in contact with new (to it) things*. Mind growth in the young I arouse here, that I have never been able to gain in any other way. The ludicrous things in matter and manner, drop off in time.

Having no other advantages than those offered in a southern country academy, these young minds develop wonderfully in thought production, and thought expression. In one ordinary Friday night debate, we were unexpectedly honored with the presence of a teacher from a Pennsylvania Normal School, who gave much praise to the work, and expressed himself as much surprised and charmed at the oratory some of the boys had developed.

What we would like to see is a large list of new and sprightly, and suggestive queries, (chiefly with reference to reading) opened by teachers in sympathy with the work, queries within reach of school-boy effort. Can you not give them? Would you give room? Do you think the matter practicable? What has been your experience with the debate as an educating exercise?

Globe, N. C.

W. T. MARSHALL.

181. CHEMISTRY OF COOKING.—What books are used for study or reference in schools teaching the chemistry of cooking?

S. N. D.

"The Chemistry of Cooking," by W. Mattien Williams, and "The Cooking Garden," (sold by subscription) by Emily Huntington.

QUESTIONS.

103. MUSICAL.—Can boys under sixteen years of age sing bass? Is it wise to train them in it? Can they sing tenor?

B. L. A.

104. How shall I select bass and tenor voices, either among grown people or children? Also, how shall I select alto and soprano voices?

B. L. A.

105. At what age can a girl begin to sing alto?

B. L. A.

106. Should a girl be trained to sing both alto and soprano?

B. L. A.

107. Should a boy be trained to sing both bass and tenor?

B. L. A.

108. What shall I do with pupils who are continually doing something wrong, but still keeping enough within bounds, so that I do not like to punish them?

A SUBSCRIBER.

109. Where can I get a book to tell me how to teach drawing?

A SUBSCRIBER.

THEIR INTEREST IS GROWING.

We have received reproduction stories written by the following children:

Cortes Miner, age 12, Lulu Ward, age 11, M. T. Howe, Walter N. Heald, age 12, and Jennie Stevenson, age 12. Summerville, Vt.—Ida Levi, Maude Herndon, Agnes Malin, Isabel Bruner, Charlie Nevitt, Lena Gilliland, and J. Henry Marlin, Brandenburg, Ky. (Average age of class, 10 years.)—Lulu N., age 12, Rewa Burt, age 14, Iberia, Iowa.

Picture stories have come from: May Humphreys, age 9, Leon, Md.—Grace Perry, Willie Neville, age 11, Cora Sylvester, age 10, Stella Pierson, age 10, Fannie Dashiell, Elsie Whited, age 10, Mary Porter, age 11, and Clinton Perry, age 9, Albia, Iowa.—May Fitzgerald, age 7, Clint Young, age 9, Oswego, Ill.—Luella Cherry, age 12, Ruth Lamoreaux, age 12, Nellie Lamoreaux, age 8, A. Little Worker, age 12, Chester, N. Y.—Lida Young, age 11, West Brownsville, Pa.

THE CHILDREN'S COMPOSITION WORK.

I send the work of one of my little pupils. I have made the INSTITUTE my guide, and my work has been successful and extremely interesting to both pupils and teacher. They look forward with delight to the time allotted to composition. I have visitors to hear their little productions, which is gratifying to them. I cannot imagine how I ever taught without your valuable paper.

Leon, Md.

Mrs. S. W. MOORE.

[NOTE.—The following story was written from all of the pictures in September's issue.]

I.

Minnie lives in the country. She is sitting in a chair by the table. She has a cup of tea, with a spoon in it, a plate, and a spoon, lying by it. I suppose she is going to have a nice little party. Minnie is a small little girl. She does not go to school. She helps her mother to pick up chips and set the table. Minnie has on a pair of fine button shoes. She hasent any cat to bother her dishes, that she has put on the table. She has black hair, and black eyes. She is pretty now, but she is apt to grow uglier when she is larger. Minnie has a large white table cloth on her table. She has a dark calico dress on, and a dark gingham apron. Sometimes Minnie will play with her dolls, but it was not very often, because she had rather play in the sand, making dirt houses, and planting sticks for her seed. And when her mama walked on them she would cry and say Mama you have walked on my beans. Her mother would say, where are your beans at, my darling? I do not see them.

II.

Now she has grown old enough to go to school. She is not like some children who do not like to go. Her mother misses her very much. She comes home to dinner every day when it is not raining. One day on her way home, she saw a apple tree on the road and she got her mother a lap full of them. Now she has a dark dress on, and a white apron with strings fastening cross the shoulders. She has her hair cut now. She is not as pretty as she was. Minnie cannot go and plant sticks and stones now, because she will have her lessons to study. If she do not, she will miss, and she will have to stay in until she does know them.

III.

Here she is studying her lessons. She is sitting in a small rocking chair. Her hair has grown long, and she has it plaited, with one plait on the top of her head, and the rest is hanging loose.

MAY HUMPHREYS, age 9.

GOOD WORDS.

I use the INSTITUTE reproduction stories in my third and fourth grade work with excellent results.

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Mrs. EMMA J. MILLER.

My pupils enjoy TREASURE-TROVE very much. Four pupils make selections from it and read them Friday afternoon. The pictures for stories, in the INSTITUTE are drawn on the black-board by one of my boys. Then we talk about it and have stories written or descriptions made.

Bloomfield, Ontario.

BERTHA WILSON.

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once a year will make a start for a library for almost any school in the country and keep it running over with good books. New York, New Jersey, California, Wisconsin, and many other states give state aid, if applied for. Best books can be purchased of us at best discounts. List of 100 Best Books For School Library free. Send for it. E. L. KELLOGG & Co., 25 Clinton Place, N. Y.

BOOK DEPARTMENT.

NEW BOOKS.

THE TENTH AND TWELFTH BOOKS OF THE INSTITUTIONS OF QUINTILIAN. With Explanatory Notes. By Henry S. Frieze. New Edition. Revised and Improved. New York: D. Appleton & Co. 294 pp. \$1.05.

In the text of this edition of the tenth and twelfth books of the Institutions of Quintilian, Professor Frieze has revised it with careful reference to the changes introduced by Carl Halm, and such changes have been adopted as seemed to yield a more satisfactory meaning. The author acknowledges that whatever merit the present edition may possess, either in the text or the notes, is chiefly due to the labors of those German scholars who have for so many years devoted themselves to the clearing up of doubtful points. These eminent scholars have gathered up, and by their own researches greatly enriched all that has gone before, in the elucidation of Quintilian. The Institutions are composed in twelve books, which were published about A. D. 95, and which embrace the entire subject of rhetoric. In the last book, the author presents his views of the character which should be maintained by the orator after leaving the school of rhetoric, what principles should govern him, what should be his style of eloquence, at what period he should retire and how he should spend the evening of his days.

CÆSAR'S ARMY. A Study of the Military Art of the Romans in the Last Days of the Republic. By Harry Pratt Judson. Boston: Ginn & Co., Publishers. 127 pp. \$1.10.

To students interested in military science, and those especially who are studying Cæsar, this work may be specially useful, as it reconstructs the army of that great general, so as to give a clear idea of its composition and evolutions. Each point is presented in the light of the established facts and of the inferences of leading specialists, and is illustrated by comparison with parallel military methods in modern armies. In his method of arrangement, Professor Judson, has first, the organization, which consisted of the infantry of the legion, the standards, music, baggage train, auxiliary infantry, cavalry, artillery, and staff and staff troops. This order is followed by, The Legionary, with its eight divisions:—Tactics of the Legion;—Tactics of the Cavalry;—Tactics of the Army;—The Ships and Sea-freights;—The Enemy, including,—A. Defence of fortified towns. B. The Gallic Army and Arms. C. The British Chariots. The volume closes with maps and plans illustrating the Gallic War, and an index to Latin military maps. The author has, all through, presented a clear picture of a Roman army, so that the evolutions of Cæsar's wars may have a definite and intelligible meaning.

LONGMANS' JUNIOR SCHOOL GEOGRAPHY. By George G. Chisholm, M.A., B.Sc. London: Longmans, Green & Co. New York: 15 East 16th Street. 96 pp. Cloth, 60 cents. Boards, 45 cents.

This text-book is based on the idea that the greater part of a junior course in geography consists in what can be properly learned only from maps. Consequently, the maps are prepared so as to serve as copies for the pupils to draw from. They are made in a simple manner so that the pupils may copy them easily, rapidly, and repeatedly. As a book devoted to map drawing, as an art, this one covers the ground or foundation work in an excellent way, but, with the present method of teaching geography in our own country, it would be of but little practical use as a text-book. There are thirty-one maps introduced; one set is made in mere outline to be filled up, the other introduces population and products, political features, towns, cities, counties, etc., are brought into the text to be learned. As a primary or intermediate geography, when compared with some of our own home manufacture, it does not appear to be as instructive, practical or attractive. As a book on map-drawing it may be a success.

COLLOQUIA LATINA! Adapted to the Beginners' Books of Jones, Leighton, Collard, and Daniell. By Benjamin L. D'ooze, M.A. Boston: D. C. Heath & Co., Publishers. 81 pp. 30 cents.

It has been the experience of the author of this book that nothing arouses such an interest and leads to such an exhilaration to work with beginners as the moderate use of colloquial Latin. This little volume is the result of experience by the author in his own classes, and most of the dialogues have been used by him. Their aim is twofold, first to inspire enthusiasm, and second, to insure thoroughness. As the first year's work in Latin is at all times more or less dry, from its very nature, the oral use of simple Latin wakes up a fresh interest in the study, and the results have been found to more than compensate for the time spent. Speaking Latin promotes thoroughness, it brings an exact pronunciation, gives a larger and more ready vocabulary, and makes the fundamental construction familiar, from constant use. Hints and suggestions are furnished by the author, in regard to the use of the Colloquia, also notes and questions. The notes aim to assist the acquirement of a vocabulary by referring to English cognates and derivatives and also furnish much grammatical information. The first conversation is between the child and the mother, and is so easily constructed that the beginner can have no trouble in fully understanding it.

A GUIDE TO THE STUDY OF THE HISTORY AND THE CONSTITUTION OF THE UNITED STATES. By William W. Rupert, C. E. Boston: Published by Ginn & Co. 180 pp. 75 cents.

The object of the author in writing this book has been to aid teachers in imparting a knowledge of the history and the constitution of the United States. It is designed to be used as a supplementary work in connection with any United States history. Part of the book is arranged topically, but it is not the design of the author that the topics or their subdivisions should be committed to memory, as they are simply to act as a guide to the pupil in the right direction. A large part of the work is devoted to explanations of the more difficult parts of the Constitution of the United States. It will be seen, by referring to the appendix, that matter suitable to be used in tabular form is collected there—also, a short list of books adapted to the purpose of supplementary reading on history, is given, as well as interesting and valuable information not always readily accessible to the student.

THE ANIMAL LIFE ON OUR SEA-SHORE. By Angelo Hellprin. Philadelphia: J. B. Lippincott Company. 126 pp. 50 cents.

Anyone who loves the sea-shore and the curious and beautiful life of the shells, star-fish, sea-urchins, sea-cucumbers, jelly-fish and numerous other fascinating little living creatures that are found in that locality, will be delighted with this hand-book by Professor Hellprin. He has made the subject a thorough study, and as one who loves the work, has given the results of his investigations, consequently they are as full of live interest as they can be. The book has special reference to the New Jersey coast and the southern shore of Long Island, but many of the little inhabitants described have their homes further up the New England coast, so that the volume has a charm for visitors of the more northern coasts as well as that of New Jersey and Long Island. The first three chapters describe in a most interesting manner the life, habits and homes of the shell-fish of the coast, squirts, polyps, jelly-fishes, star-fishes, sea-urchins, and sea-cucumbers. Chapter IV, tells of Our Carcinological Friends. Chapter V, worms, moss-polyps, sponges, etc., and Chapter VI, describes some coast-wise fishes. A little book of this kind has long been needed, and its appearance is warmly welcomed.

THE BOSTON TEA PARTY, and Other Stories of the American Revolution, Relating to Many Daring Deeds of the Old Heroes. Revised and adapted by Henry C. Watson. Illustrated. Boston: Lee & Shepard, Publishers, 10 Milk Street. Charles T. Dillingham, 718 Broadway, New York. 223 pp. 50 cents.

In a series of twenty-five chapters, this volume, which is designed for supplementary reading, gives some pleasantly written historical information. On a Fourth of July, in Boston, a party of three old men, the only remaining members of an old literary club, were dining together, near Griffin's Wharf—the scene of the well known expedition against the tea-ships in Boston Harbor. They had come from various parts of the country to meet in the same building, from which the party most interested in the tea destruction had started out on their errand. At this dinner stories were told, and this volume is designed to perpetuate them. They are told in a pleasant, conversational way, and cover the period from the skirmish at Lexington to the battle of Oriskany, which occurred in August, 1777. This volume, one of the Lee & Shepard series of classics for home and school, will interest all young readers of American history.

THE BEGINNER'S READER. Employing Natural Methods. Part I. By Thomas T. Collard, New York: Charles E. Merrill & Co. 96 pp. 10 cents, per copy.

This little reader is based upon the word method, and is the result of experience. Professor Collard adopted this method, years ago, in teaching beginners to read, and by practice discovered what words were the most essential. Guided by personal experience, he has constructed an ideal list of words which have been used with great success. This list contains, besides the names of objects, several of the verbs and adjectives most frequently used by the children, and a number of the pronouns, auxiliary verbs, prepositions, etc., without which, good, smooth, English sentences cannot be constructed. With this list of words as a basis, almost any number of natural and interesting sentences of all kinds can be made. One marked feature of this little reader is, an entire absence of illustrations, the whole book being devoted to reading lessons. The simple stories given are just such as little children can understand at once, and feel interested in.

THE LAND OF THE PUEBLOS. By Susan E. Wallace. With Illustrations. New York: John B. Alden, Publisher. 285 pp. 75 cents.

This volume is from the pen of Mrs. Wallace, who with her husband, General Lew Wallace, are well known in literary circles. Mrs. Wallace is one of the brightest and most entertaining, and instructive writers of the day. Her "Land of the Pueblos," enables the reader to visit with her, the picturesque, romantic, always curious, and sometimes wonderful scenes of that part of our country. The history of an ancient American civilization, if not as old as that of Egypt is more surely surrounded with mystery, is intensely fascinating, and should be understood by all American readers. Upon opening the book the attention is arrested at once, interest is awakened, and the book is laid down with a sigh, when the reader is obliged to do so. In a most chatty, conversational manner Mrs. Wallace takes us over her journey, and through the entire record of her story. It would be a wise thing for all Americans to read this book, and obtain an idea of actual life in the land of the Pueblos. It cannot be gained in a happier way than by reading this volume.

THE ELOCUTIONIST'S ANNUAL. No. 16. Compiled by Mrs. J. W. Shoemaker. Philadelphia. 202 pp. Boards, 50 cents; paper, 30 cents.

It is claimed by the compiler of the "Elocutionist's Annual" that it is the best of its kind yet published. This number marks a departure from the usual make-up of the books, in the omission of the department set aside for dialogues. To those in search of good selections, this change will be fully appreciated, as it gives them from fifteen to twenty-five pages additional from which to select needed material. Dialogues are not always in as great demand as carefully prepared recitations, and these, from the latest and best productions will be warmly welcomed.

YOUNG FOLK'S RECITATIONS. No. 2. Designed for Young People of Fifteen Years. Compiled by E. C. and L. J. Rook. The National School of Elocution and Oratory. Philadelphia. 105 pp. Boards, 25 cents; paper, 15 cents.

It is almost astonishing how great a demand there is for recitations for young people. This little volume is a fair representation of the fact, the first edition reaching the immense sale of 40,000 copies. No. 2 is full of things suitable for young people, and represents the seasons—Christmas-tide, Easter, the New Year, Thanksgiving, Fourth of July, and a great number of miscellaneous selections in addition. Both prose and poetry are found, grave and gay, which will suit the fancy and gratify the taste of all. Some old favorites are introduced, but the greater number appear for the first time, in permanent form.

MARMION: A TALE OF FLODDEN FIELD. By Sir Walter Scott. Cassell & Company, 104 and 106 Fourth Avenue, New York. 10 cents.

This volume, by Steele, represents only the character of his efforts to influence the readers of the Tatler and Spec-

tator. There are thirty-two of these essays in this small book.

The writing of MARMION was begun by Scott in November 1804. The description of the battle of Flodden was shaped in the autumn of 1807. This poem is too well known to need comment.

IMPROVED SYSTEM OF SCHOOL RECORDS. No. I. Daily and Monthly Record. By J. D. Bartley. Published by Taintor Brothers & Co., New York and Chicago. 43 pp. 60 cents.

This is a neat, cloth bound, pocket edition, and will be seen at once to be good. This volume is only one of a series of five similar volumes, and which meet the want in all respects. No. I. A daily and monthly record, is a pocket daily class-book for recording attendance, deportment, and recitations. The names to be written but once during its use. Full directions for its use are given by the author.

LITERARY NOTES.

GINN & Co. are to be the American publishers of the *Classical Review*, which is published in London and numbers among its contributors the most eminent classical scholars of Great Britain. American scholars will be associated in the editorship.

LEE & SHEPARD will issue among their holiday publications their splendid novelties consisting of a "Christmas Carol," and "A Friend Stands at the Door," by Dinah Maria Mulock, and a calendar of "All Around the Year," for 1889, by J. Pauline Sunter.

TICKNOR & Co. publish "A History of Presidential Elections," by Edward Stanwood, which will undoubtedly be in great demand.

J. B. LIPPINCOTT CO., Philadelphia, are publishing a series of biographies of European statesmen.

CASSELL & Co. announce another story by the author of that successful novel, "Dead Man's Rock." It is called "The Astonishing History of Troy Town."

D. C. HEATH & Co. have just issued Goethe's *Torquato Tasso*, edited by Prof. Calvin Thomas, of the University of Michigan.

HOUGHTON, MIFFLIN & Co. during the ensuing year, will add six new numbers to the *Riverside Literature Series*, comprising 600 pages of the best and purest literature.

The SCRIBNERS' three editions of the late Dr. Roswell Hitchcock's "Eternal Atonement" have been exhausted.

BOOKS RECEIVED.

Der Zwerg Nase. Marchion von Wilhelm Hauff. With an introduction giving a brief sketch of Hauff's life and writings. Boston: Charles H. Kilborn, 5 Somerset street. 15 cents.

English Composition and Rhetoric. Enlarged edition. Part Second. Emotional qualities of style. By Alexander Bain, LL.D. Boston: Charles H. Kilborn, 5 Somerset street.

The Tenth and Twelfth Books of the Institutions of Quintilian. With explanatory notes. By Henry S. Frieze. New York: Appleton & Co.

Essays on Practical Politics. By Theodore Roosevelt. New York: G. P. Putnam's Sons. 75 cents.

The Sketch-Book of Geoffrey Crayon, Gent. By Washington Irving. Katrina edition. Two vols in one. The author's revised edition. New York: G. P. Putnam's Sons. \$1.25.

William Shakespeare. Portrayed by Himself. A Revelation of the Poet in the Character of one of his own Dramatic Heroes. By Robert Waters. New York: Worthington Co., 747 Broadway.

Aristocracy. A Novel. New York: D. Appleton Co. \$1.00.

Little Helpers. By Margaret Vandegrift. Boston: Ticknor & Co.

The Recollections of a Drummer Boy. By Harry M. Kieffer. Boston: Ticknor & Co.

Little People and Their Homes in Meadows, Woods, and Waters. By Sella Louise Hook. Illustrated by Dan Beard and Harry Beard. New York: Charles Scribner's Sons. \$1.50.

Queer People with Paws and Claws, and their Kweer Kapers. Illustrated. By Palmer Cox. Philadelphia: Hubbard Brothers.

Worcester's Academic Dictionary. A New Etymological Dictionary of the English Language. Prepared upon the basis of the latest edition of the unabridged dictionary of Joseph E. Worcester, LL.D. Illustrated. Philadelphia: J. B. Lippincott Co. \$1.50.

CATALOGUES AND PAMPHLETS RECEIVED.

Catalogue and Circular of the California State Normal School, San Jose, 1888. Charles H. Allen, Principal.

Seventh Annual Report of the Galveston Public Schools, 1888. Jacob Bickler, Superintendent.

Science in Secondary Schools. An essay. By G. V. Yonce, Lutherville Seminary, Maryland.

Massachusetts Institute of Technology. Course IX. Department of General Studies.

Industrial Education Association, 9 University Place, New York City. Educational Leaflet No. 19: The Work of the Hebrew Technical Institute.

A Blessed State of Affairs.

It is a blessed state of affairs when good becomes contagious. When the endeavor to achieve one object accomplishes many. Favorable results sometimes get into occult sympathy with an established instance of their kind and follow with that persistency which sometimes characterizes extremes of good and bad luck, and accounts for the expression, "It never rains but it pours." For instance:

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Chairman Midgley of the Southwestern statistical bureau, has issued a statement showing the total tonnage and revenue of all the lines embraced in that association for the month of June. * * * The most surprising feature of the report to those who have taken stock in the statement that the Chicago, Burlington & Quincy, was doing no business to speak of, is the evidence shown by the figures that the revenue of that road from freight shipments, was greater than that of any of the other roads during the month. In the volume of business as measured by tons, it stands third on the list, but if the business of the Hannibal & St. Joseph road was included in the Burlington figures, as it might properly be, the showing of the latter would be even more favorable. At any rate it is evident that the Burlington has been getting its share of what little business there was for any of the roads. Following are the totals on east and west bound business combined:

Roads.	Tons.	Revenue.
Chicago & Alton,	17,397.28	\$85,212.29
Burlington,	17,181.88	86,818.73
Hannibal & St. Joe,	366.28	1,719.16
Rock Island,	14,081.82	62,021.86
Wabash Western,	18,298.65	68,376.16
Missouri Pacific,	16,420.23	56,893.67
St. L. & San Francisco,	3,493.93	13,522.05
Total	87,190.06	\$374,563.42

The lumber shipments of all these roads during the same period aggregated 10,108.69 tons, from which the total revenue was \$21,661.35. The above statement, of course, includes only Southwestern competitive Missouri river business. —Chicago Times.

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